ED 372 176 AA 001 251

Resources in Education (RIE). Volume 29, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 372 177 CE 062 203

Massey, Ray Nell; Patton, Jan
Business Financial Applications. Curriculum Guide. Simulations. Test Bank.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 89
NOTE- 416p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Banking; Bookkeeping; *Business Education; Competency Based Education; Consumer Economics; Course Content; *Credit (Finance); Curriculum Guides; Item Banks; Legal Responsibility; Lesson Plans; *Money Management; Multiple Choice Tests; Objective Tests; Secondary Education; *Simulation; *Test Items

This business financial applications document combines the curriculum guide, simulations, and the test bank for the 1-semester course. The guide provides students with an overview of the banking industry used for entry-level positions or advancement into an occupationally specific course. It begins with a course description, suggested scope and sequence, essential elements for business financial applications, 19 resources, and 10 references. Other sections and units are as follows: introductory lesson; banking operations (checking accounts, teller operations, and bookkeeping systems); credit administration (credit investigation and credit analysis); loans (types and purposes of loans and interest calculations); legal aspects of banking and other financial institutions

ED 372 195 CE 066 737

Demystifying the Internet. Practitioner File.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 5p.; Print[illegible] on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Career Education; *Computer Networks; *Computer Uses in Education; *Databases; Electronic Mail; *Information Dissemination; Information Networks; *Information Retrieval; Vocational Education
IDENTIFIERS- *Internet

This practitioner file is designed to provide information for adult, career, and vocational educators who have little or no experience using the Internet. Discussed first are the history of the Internet's development and its content and scope. Ways of obtaining an Internet connection are described. Next, annotated descriptions of eight sources of basic information about using the Internet are provided. Procedures for accessing the ERIC database on the Internet and for using various Listservs of relevance to adult, career, and vocational educators are detailed. Examples of the types of information available on the Office of Educational Research and Improvement's Gopher Server are provided. Presented next are a glossary of terms related to computer networks and an annotated bibliography of nine electronic journals of interest to adult, career, and vocational educators. The following issues of concern to educators are discussed briefly from the standpoint of the Internet: access and equity, education, communication styles, privacy and security, and information overload. The importance of addressing electronic mail correctly is highlighted. (MN)

ED 372 196 CE 066 780

Van Horn-Christopher, Doris A.
The Shadowing Process: A Collaborative Venture between Education and Industry.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at Annual Conference of the Association for Business Communication (San Diego, CA, March 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Oriented Programs; Experiential Learning; Food Processing Occupations; *Industrial Education; *Inplant Programs; Job Skills; *On the Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; *Relevance (Education)

A teacher was hired to conduct onsite training and to document the process of training first-line supervisors in a food-processing plant to improve product output and control product

ED 372 213 CE 066 809

Project Step Ahead. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 14 Jul 94
NOTE- 225p.; For related documents, see ED 343 022-026 and CE 066 810-815. The project's other partners were the New Mexico Coalition for Literacy and seven hospitals within New Mexico.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations Education; *Communication Skills; Curriculum Development; *Hospital Personnel; Interpersonal Competence; Job Performance; *Listening Skills; *Literacy Education; Material Development; *Personnel Evaluation; *Writing Skills
IDENTIFIERS- *Workplace Literacy

This report describes a National Workplace Literacy Demonstration project that provided onsite training at participating New Mexico hospitals in job-specific literacy skills necessary for satisfactory job performance. Six courses were offered that integrated language skills with reading, writing, and speaking components--Straight Talk: Communicating in Health Care Settings, The Write Stuff: Memos and Short Reports, Reading and Study Skills, Communication for Supervisors, Effective Presentations, and Effective Performance Appraisals. Each course made use of real workplace documents. Follow-up showed that many participants had been promoted or had their responsibilities increased. One hundred short courses were offered to 811 participants; retention rate was approximately 85 percent. Attachments to the 16-page report include the following: master evaluation summaries for Straight Talk, Write Stuff, Communication for Supervisors, Effective Presentations, and Effective Performance Appraisals; follow-up interview of participants after 3-6 months; executive summary of Straight Talk evaluation; case study of evaluation of communication training effectiveness in the workplace; research summary of Write Stuff pre- and posttests; Write Stuff evaluation of pre- and posttests; Communication for Supervisors follow-up evaluation survey; evaluations of tutoring initiatives at Mimbres Memorial Hospital and Presbyterian Healthcare Services; and a participant-observer's view of a workplace literacy program. (YLB)

ED 372 214 CE 066 810

Effective Performance Appraisals: Communicating in Health Care Settings. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 15 Jan 93
NOTE- 46p.; For related documents, see ED 343 022-026 and CE 066 809-815. The project's other partners were the New Mexico Coalition for Literacy and seven hospitals within New Mexico.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

ED 372 232 CE 066 842

Foster, W. Tad, Ed.
Northeast Technology Education Consortium: Resource Guide.
SPONS. AGENCY- Technical Foundation of America, Glen Ellyn, IL.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Change Strategies; *Curriculum Development; Demonstration Programs; *Educational Change; Elementary Secondary Education; *Learning Activities; Middle Schools; Program Descriptions; Program Development; Program Implementation; *Technology Education

This guide is designed to provide additional resources for technology educators who are attempting to shift their programs from industrial arts to technology education. An introduction describes the original demonstration site project, a consortium of Northeastern U.S. schools, the primary goal of which was the advancement of technological literacy. This section outlines objectives, provides a brief accounting of the major accomplishments of the individual demonstration sites, and presents a brief overview of curriculum and instruction and private business participation. The remainder of the guide is a summary of each site's activities and a description of their programs and facilities. Four demonstration projects are described: Nathaniel Hawthorne Middle School, North Colonie Schools, Ponaganset Schools, and Riverside Middle School. Following these descriptions are recommendations from the four projects. The final section of the guide contains some of the Technology Learning Activities used and developed during the project. Representative topics include the following: tractor pull, wind powered cars, metrics, robotics, developing and communicating ideas, design, satellite communications, ping pong cannon, and foam planes. Appendixes include two articles, "Understanding the Change Process" (Tad Foster) and "The Northeast Technology Education Consortium" (Robert Nannay et al.). (YLB)

ED 372 233 CE 066 843

Garcia-Pabon, Jose Luis
Gender Analysis in Agriculture in Luribay Valley, Bolivia.
PUB DATE- 94
NOTE- 77p.; Non-Thesis Research, University of Florida.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Decision Making; Developing Nations; *Economic Development; Foreign Countries; Homemakers; Home Management; *Sex Differences; *Sex Role; Sex Stereotypes
IDENTIFIERS- *Luribay Valley

A study focused on gender issues in Luribay, an isolated Andean region that shelters small, resource-limited farmers in the province of La Paz, Bolivia. Gender analysis was used as a tool for the planning and implementation of development programs. The research was carried out during June, July, and August 1993. A literature review focused on findings regarding gender issues in developing countries in general and in Bolivia in particular. Twenty-four households were randomly selected from

ED 372 251   CE 066 864

Foran, James V.; And Others
Effective Curriculum Planning: Performances, Standards, and Outcomes.
PUB DATE- 92
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Descriptions; Course Evaluation; *Curriculum Development; *Education Work Relationship; *Employment Potential; *Job Skills; Occupational Information; Postsecondary Education; Secondary Education; Student Evaluation; Vocational Education

This text contains six chapters designed to help teachers and administrators plan vocational curricula. The chapters cover the following topics: teaching for meaning and relevance; assessing program viability; analyzing jobs and performance standards; planning curriculum and assessment; conducting progress evaluations; and applying teaching techniques for workplace success. The key chapters in the book include practice activities that program participants can complete either individually or in curriculum planning teams. The essential performance outcomes on which the book is based include the following: (1) prepare an occupational program profile based on research in four areas; (2) develop a program profile; (3) develop a curriculum plan; (4) develop a course profile; (5) analyze performance outcomes and determine the type of or combination of assessment strategies that will yield the best data for monitoring student learning; (6) develop assessment strategies that simulate workplace assessments and problem-solving situations; and (7) select and implement teaching techniques that can foster productive learning and nurture complex understandings. Six appendices contain the following: sample job information from the Occupational Outlook Handbook; surgical technician employer needs survey; sample budget summary for general secretary program; verbs related to specific kinds of learning; course performance and assessment plan; and examples of course performance assessments. Contains 27 references. (KC)

ED 372 252   CE 066 865

Shingleton, John D.; Anderson, James
Mid-Career Changes: Strategies for Success.
PUB DATE- 93
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; *Career Change; *Career Development; Career Planning; Dislocated Workers; Early Retirement; Job Satisfaction; *Job Search Methods; *Midlife Transitions; Resumes (Personal); *Self Evaluation (Individuals); *Values Clarification

This book, aimed at persons who choose or are forced to change jobs or careers in midlife, contains nine chapters of strategies and advice from two job placement and consulting

ED 372 271 CE 066 899

Mannocci, Virgilio; And Others
Occupational Structures and Profiles in Italy in the Field of Environmental Protection in the Public Service Sector with Reference to Air Pollution Control. CEDEFOP Panorama. National Report.
PUB DATE- Oct 91
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Air Pollution; Case Studies; Comparative Analysis; Educational Improvement; *Educational Needs; Educational Trends; *Employment Qualifications; Foreign Countries; Job Analysis; National Surveys; Occupational Information; Postsecondary Education; Private Sector; Public Agencies; Public Health Legislation; *Public Service Occupations; Questionnaires; Secondary Education; *Vocational Education
IDENTIFIERS- *Environmental Protection; *Italy

A study examined the knowledge and job skills required of persons employed in air pollution control (APC)-related occupations in Italy's public service sector. First, Italian legislation on APC and the functions/powers of Italy's public agencies responsible for APC were reviewed. The organization/operation of the public structures involved in environmental protection (EP) were analyzed in terms of four main areas of activity: policymaking, research/consultancy, inspection/control, and information/guidance. Data from interviews of a total of 18 persons from central authorities, research institutions, and regional/local authorities involved in EP/APC were used to develop occupational profiles and an overview of the activities/functions of public service sector employees in the field of EP/APC and the organization/structure of Italy's environmental education and training system. It was discovered that, despite their strongly hierarchical structure, Italy's EP/APC organizations do not divide tasks rigidly among their employees, and specific academic qualifications are not always required for access to the various APC-related posts. Training provision was often inadequate; however, awareness of the problem appeared widespread, and efforts to improve/expand the system were being planned/implemented. (Appended are a table detailing the organization/functions of Italy's public sector agencies responsible for EP/APC and the survey questionnaire.) (MN)

ED 372 272 CE 066 900

Nitschke, Christoph; Funderich, Kirk
Occupational Structures and Profiles in the Federal Republic of Germany in the Field of Environmental Protection in the Public Service Sector with Reference to Air Pollution Control. CEDEFOP Panorama. National Report.
PUB DATE- Dec 91
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Air Pollution; Case Studies; Comparative Analysis; *Educational Needs; *Employment Qualifications; Foreign Countries; Job Analysis; National Surveys; Occupational

ED 372 289 CE 066 922

Intergenerational Family Literacy: A Head Start/Older Adult Partnership. Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 15 May 94
NOTE- 16p.; For a related guide, see CE 066 923.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Cooperative Programs; Demonstration Programs; Institutional Cooperation; *Intergenerational Programs; *Mentors; *Older Adults; Outcomes of Education; Preschool Education; Program Effectiveness; Program Evaluation; *Program Implementation; Recruitment; *Tutoring; Tutors
IDENTIFIERS- *Family Literacy; Pennsylvania (Allegheny County); Pennsylvania (Beaver County); Project Head Start

A demonstration project was conducted in three diverse, multiethnic Western Pennsylvania communities to use older adult tutors to improve Head Start parents' literacy skills so that these parents could aid and encourage the development of their own children's literacy. During the project, the partnerships in two Pennsylvania counties developed and set into operation procedures for recruiting, training, and matching older adult mentors with their client families. In addition, strong follow-up and inservice and support procedures were implemented. The training curriculum including an introduction to family literacy, a discussion of intergenerational relationships, and preparation for making home visits. The follow-up strategy consisted primarily of monthly group workshops, along with frequent telephone contact among the project coordinator, the mentors, and the parents. Many of the mentors extended their commitment past the Head Start semester and helped the parents and children in the transition from Head Start to kindergarten. The project had many successes in developing relationships between five Western Pennsylvania human service agencies, developing a well-received curriculum for training older adults in family literacy concepts, and developing effective methods for communicating these concepts to at-risk families. Recommendations for modifications to future such projects included realizing the need and increasing efforts to recruit volunteers continuously, keeping training times realistic, and remaining flexible with project implementation. (KC)

ED 372 290 CE 066 923

Smith, Thomas B.
Home-Based Family Literacy Mentoring. A Guide for Head Start Teachers.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 21p.; For a related report, see CE 066 922.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; Cooperative Programs; Demonstration Programs; Institutional Cooperation; *Intergenerational Programs; *Learning Activities; *Mentors; *Older Adults; Outcomes of Education; Preschool Education; Program Effectiveness; Program Evaluation; Program

ED 372 307 CG 025 294

Adams, Gary A.; And Others
Placement and Career Information Center: Student, Faculty, and Employer Awareness of, Satisfaction with, and Needs for, Placement and Career Services.
PUB DATE- Mar 94
NOTE- 84p.; Appendixes F-I are not included in this ERIC document.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Counseling; Career Information Systems; Career Planning; College Students; *Counseling Effectiveness; Faculty; Higher Education; Needs Assessment; Outreach Programs; *Participant Satisfaction; Self Evaluation (Groups); Student Needs
IDENTIFIERS- *Central Michigan University; Michigan

During the fall of 1993, the Placement and Career Information Center (PCIC) at Central Michigan University undertook a self-assessment to determine user satisfaction with and need for services. Data were collected from students, faculty, and employer users. Results indicated that students were generally satisfied with how they were treated and would recommend the Center to others; however, they were unaware of many services available and didn't realize the importance of early career planning. Faculty recommended students to the Center, generally considering it a valuable resource, but did not believe that PCIC staff were the best people to make contacts for students concerning employment. Faculty also expressed a need for more information about the Center's services and a desire to establish better relationships with the Center. Implementation of career services software such as SIGI and Discover was suggested. The six employers surveyed were all satisfied with the Center's services. The results suggest that outreach is needed to inform students and faculty about available services, in particular targeting incoming students, and that students' parents should be targeted for education. PCIC should explore computerized career counseling software and computer technologies allowing access from several campus locations. In general, campus-wide communication and education about PCIC service and career development issues should be prioritized. Self-assessment should be periodically repeated. (Author/CC)

ED 372 308 CG 025 378

Educational Resource Manual for Baccalaureate Social Work Field Instruction in Gerontology.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Aug 93
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aging (Individuals); *Aging Education; Daily Living Skills; *Educational Gerontology; Frail Elderly; *Geriatrics; *Gerontology; Higher Education; Older Adults
IDENTIFIERS- Administration on Aging

This manual was designed to aid undergraduate social work students working in a model field-site program for gerontological social work education. It is based on work

ED 372 327 CG 025 621

Polivy, Janet; Clendenen, Vanessa
Exercise and Compulsive Behavior.
PUB DATE- Aug 93
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Athletes; *Exercise; Exercise Physiology; Injuries; Neurosis; Physical Activity Level; Running; Sport Psychology; Sports Medicine
IDENTIFIERS- *Addictive Behavior

Although reports on the positive effects of fitness and exercise predominate in the exercise literature, some researchers describe frequent exercise as compulsive or addictive behavior. This paper addresses these "negative addictions" of exercise. As early as 1970, researchers recognized the addictive qualities of exercise. Short-term studies on exercise found salutary effects on self-esteem and mood, but these studies tended not to continue long enough to detect an addictive process. However, case studies and experiments on the effects of depriving athletes of activity have documented the appearance of withdrawal symptoms. In the last decade, investigations into the psychological and addictive effects of exercise have become more common and numerous attempts to quantify the negative addiction to exercise have been attempted. Case reports can provide illustrative data on both the compulsive nature of addicted exercisers and potential causes. Research shows that the exercise addict continues to exercise despite medical, social, and vocational counterindications. Studies reveal that individuals become depressed when prevented from exercising and some reports suggest that periods of emotional stress may provoke addictions to exercise. Likewise, heightened physical activity is viewed as a common feature of eating disorders, such as anorexia nervosa. Researchers still do not understand the etiological mechanism behind addictive exercise. (RJM)

ED 372 328 CG 025 623

Eron, L. D.
Symposium on Understanding Human Behavior and Experience -- Traits, States, and Situations -- Perspectives from Research on Aggression and Violent Behavior.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aggression; Cognitive Psychology; Context Effect; Emotional Response; *Hostility; Personality; Personality Problems; *Personality Traits; *Violence

This paper analyzes precursors of aggressive behavior and discusses the trait characteristics of aggression. The accumulating evidence for the heritability of aggression, the consistent physiological differences found between aggressive

ED 372 347 CG 025 749

Sumerel, Marie B.
Parallel Process in Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselors; *Interpersonal Relationship; *Supervision; Supervisors
IDENTIFIERS- Countertransference; ERIC Digests; *Parallel Process (Supervision); *Transference

This digest focuses on issues of parallel process in supervision. The concept of parallel process has its origin in the psychoanalytic concepts of transference, when the counselor recreates the presenting problem and emotions of the therapeutic relationship within the supervisory relationship, and countertransference, when the supervisor responds to the counselor in the same manner that the counselor responds to the client. Parallel process, then, is defined as that which occurs when the supervisory interaction replays, or is parallel with, the counseling interaction. Types of parallel process are identified and ways for the supervisor to respond to parallel process are discussed. Suggestions also are given for when supervisors should respond to parallel process. The digest concludes that the supervisor should always be aware of how the therapeutic relationship and client issues are presented by the counselor in the supervisory session, and that if the parallel process is not worked through in supervision, both the supervisory and therapeutic relationships will suffer. Contains 8 references. (NB)

ED 372 348 CG 025 750

Harris, Morag B. Colvin
Supervisory Evaluation and Feedback. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counselor Educators; *Counselors; Counselor Training; *Evaluation Methods; *Feedback; *Supervision; Supervisors
IDENTIFIERS- ERIC Digests

This digest focuses on issues of supervisory evaluation and feedback. It suggests that there exist some fairly basic premises from educational psychology, educational evaluation, and counselor supervision literature that can improve supervision evaluation practices, and thus reduce the ambiguity and uncertainty about evaluation in supervision. Evaluation is defined and distinctions are made between summative and formative evaluations. It is noted that the heart of counselor evaluation is an ongoing formative process which uses feedback and leads to trainee skills improvement and positive client outcome. Evaluation practices and procedures are discussed.

ED 372 369 CS 011 789

Baker, Scott K.; Good, Roland
Curriculum-Based Measurement Reading with Bilingual Hispanic Students: A Validation Study with Second-Grade Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Council for Exceptional Children/National Training Program for Gifted Education (Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Students; Comparative Analysis; *Curriculum Based Assessment; *Elementary School Students; Grade 2; *Hispanic Americans; Primary Education; Reading Achievement; *Reading Comprehension; *Reading Diagnosis; Reading Research; Test Reliability; Test Validity

A study investigated the reliability, validity, and sensitivity of Curriculum-Based Measurement (CBM) reading (which relates reading fluency to reading comprehension) with bilingual Hispanic students. For 10 weeks, 50 second-grade bilingual students and 26 students who spoke English only were administered CBM reading measures twice weekly. Reliability of the CBM reading was compared between the groups with respect to the level of student performance and rate of student progress. Evidence for the convergent and discriminant validity of the CBM reading for bilingual Hispanic students was evaluated using criterion measures of English reading and language proficiency. Sensitivity was evaluated by comparing the reading progress of the two groups during the 13-week period. Results indicated that CBM reading was as reliable and valid for bilingual students as for English-only students, and was sensitive to the reading progress of bilingual students. The construct validity of CBM reading as a measure of general reading proficiency in English was supported. (Contains 67 references, 4 tables, and 1 figure of data.) (Author/RS)

ED 372 370 CS 011 790

Flynn, Margaret
Whole Language--How & Why.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholic Schools; *Classroom Environment; Elementary Education; Foreign Countries; Learning Strategies; Teacher Role; *Whole Language Approach
IDENTIFIERS- *Australia (Sydney)

Whole language may be described as authentic and purposeful experiences with language in a child's natural environment--it is a philosophy that combines all content area subjects into a meaningful process. The teaching of whole language over the entire spectrum of the curriculum was observed in the Catholic Primary Schools of the Archdiocese of Sydney, Australia. Each school promoted learning through its own strategies pertinent to the needs of the student. Classrooms were curious, imaginative places that challenged the children. Teachers needed to be well prepared because groups of children were

ED 372 389 CS 214 413

Brooke, Robert; And Others
Small Groups in Writing Workshops: Invitations to a Writer's Life.
PUB DATE- 94
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; Higher Education; *Small Group Instruction; Teacher Student Relationship; Teaching Methods; Undergraduate Students; Writing (Composition); *Writing Instruction; Writing Processes; *Writing Workshops
IDENTIFIERS- Writing Contexts

Providing personal yet professional guidelines for introducing students to the life of a writer, this book provides a rationale, a set of principles, and some possible methods for using small groups in writing workshops. The book discusses how small groups can provide growing writers with the four essentials which all writers need: time for writing; ownership over their topics and processes; ongoing responses to their writing; and exposure to the writing of others. Chapters in the book are: (1) "Invitations to a Writer's Life: Guidelines for Designing Small-Group Writing Classes" (Robert Brooke); (2) "Our Students' Experiences with Groups" (Robert Brooke and others); (3) "Teaching from Experience, Claiming Small Groups" (Robert Brooke and others); (4) "Model Groups and Un-Model Writers: Introducing First- and Second-Year College Students to a Writer's Life" (Ruth Mirtz); (5) "Individualization and Group Work: A Small-Group Writing Workshop and Individualized Invitations to a Writer's Life" (Robert Brooke); (6) "Changing the Frame: Writing, Reading, and Learning about Writing in Small Groups" (Rick Evans); (7) "A Conversation about Small Groups" (Ruth Mirtz); and (8) "Exhortation: Beyond the Small Group--Personal, Pedagogical, and Professional Lives" (Robert Brooke and others). An annotated list of 11 recommended readings is attached. (RS)

ED 372 390 CS 214 414

McBee, Diane
The Effect of Technology on Emergent Writing.
PUB DATE- May 94
NOTE- 40p.; Research Project, University of Alaska Southeast.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Kindergarten; *Microcomputers; Primary Education; Student Surveys; *Writing Attitudes; Writing Processes; Writing Research
IDENTIFIERS- Alaska; Beginning Writing; Computer Assisted Writing; *Emergent Literacy; Technology Utilization; *Writing Development

Noting that emergent literacy and technology are new educational fields that are just beginning to develop, a study explored the connection between emergent writing and technology by examining the effects on kindergarten children learning to write using a microcomputer. A group of kindergarten students attending North Star Elementary in Nikiski, Alaska, was divided into two groups. One group (15 students) acted as a control and wrote only in their journals. The other group (14 students) wrote

ED 372 409 CS 214 437

Johannessen, Larry R.
The Roots of a Dynasty: The Rise of Warriner's "Grammar and Composition."
PUB DATE- 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Historical Materials (060)
DESCRIPTORS- Educational History; *English Instruction; High Schools; High School Students; *Rhetorical Theory; Teacher Education; *Textbooks; *Writing Instruction; Writing Research
IDENTIFIERS- Historical Background; *Warriner (John)

Noting the popularity and wide use of John Warriner's series of English grammar and composition textbooks and workbooks for high school students (first published in 1948), this paper argues that rhetorical theory informs the series, despite Warriner's claims that his approach was based on axioms of writing instruction. The paper also speculates on how teacher training in the 1940s and 1950s may have contributed to the series' market success. After a brief review of related research, the paper first analyzes the nature and development of late 19th century current-traditional rhetorical theory. The paper next shows how the Warriner text is based on current-traditional rhetorical theory. The paper also compares the Warriner text with three popular competing textbooks of the day, in terms of their theoretical basis of language and composition and their treatment of the paragraph, a key feature of current-traditional rhetoric and Warriner's approach. The paper examines teacher training, preparation for teaching of writing, and how an absence of any real knowledge in rhetoric and composition may have contributed to the initial success of the Warriner text. The paper concludes with a discussion of how teacher training, competing texts, Warriner's current-traditional rhetoric, and rhetorical theory and practice in secondary schools contributed to the initial success of Warriner's text. Contains 52 references. (RS)

ED 372 410 CS 214 439

Agnew, Eleanor
Old Pedagogies: ESL Students as Problems in the Composition Classroom.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Cultural Awareness; *English (Second Language); Higher Education; *Language Attitudes; Secondary Education; *Writing Difficulties; *Writing Instruction; Writing Teachers
IDENTIFIERS- Educational Issues; English Teachers; *Nonnative Speakers; Writing Contexts

Nonnative English speaking students have usually felt intense pressure and loss of self-esteem in the typical English classroom in the United States. This is a direct result of America's longstanding distrust of foreigners, and the

ED 372 430   CS 508 625

Fritz, Paul A.
Directing Teaching Skills in Speech Communication toward Critical Thinking Outcomes.
PUB DATE- 30 Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Computers; Course Content; *Critical Thinking; Higher Education; Information Management; Speech Communication; Student Evaluation; Student Needs; Teacher Behavior; *Thinking Skills
IDENTIFIERS- Speaking Thinking Relationship; *Speech Communication Education

When critical thinking skills are set adrift from course content, teachers soon fall prey to using critical thinking skills as techniques for getting students to succeed in class rather than surviving outside the classroom. However, the majority of writers in critical thinking skills agree that the skills are not subject-specific, are teachable, transfer to other disciplines, and cluster into paradigms for examining social phenomena. Students learn critical thinking skills by observing the professor manage the context of learning. A skillful teacher assesses students' experience bases and assists them in building structures they wish to change from those bases. Critical thinking skills in the communication classroom should help students assess the strengths they bring to the classroom; weigh the loci of issues in their environment; assist in matching their strategies for change with their repertoire of need for change; and make solutions obvious to the students and to others. To do this, teachers should plant students in contexts other than the classroom; abandon the text-driven course; discuss relevant social issues in class; help students discover their voices; use context-specific assessment tools; and focus students on communication patterns that connect and unify interaction contexts. Communication teachers can encourage critical thinking skills when they teach students: (1) how quickly image transfers meaning; (2) how to use computers to enrich detail and increase information yet reduce it to manageable style; and (3) how to see beauty in this postindustrial society where there is no beauty immediately apparent. (Contains 61 references.) (RS)

ED 372 431   CS 508 626

Dudczak, Craig A.
An Inverse Inference Model of Evidence.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Inferences; Language Usage; Logical Thinking; Models; Theory Practice Relationship
IDENTIFIERS- *Evidence

ED 372 449 CS 508 648

Saunders, Shirley
Development of Teachers in Vocational Colleges.
PUB DATE- Jul 94
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; *Communication Skills; Conflict; Foreign Countries; Group Dynamics; Higher Education; Interpersonal Competence; *Professional Development; Program Descriptions; *Teacher Education; *Vocational Education
IDENTIFIERS- Australia; *Communication Competencies; Educational Issues; *Teacher Needs; University of Technology Sydney (Australia)

A study identified the academic needs of Australian vocational educators who are developing their own and others' communication competence in response to the imperative for vocational educators to provide a wide range of programs in communication for the workplace. Subjects, over 100 vocational educators enrolled in the University of Technology, Sydney, in the School of Adult Vocational Education, spoke to individual lecturers and evaluated formatively and summatively a new major sequence of four subjects in Communication Development Studies. Results indicated the vocational educators' needs clustered around a strong interest relating to conflict management, negotiation, listening, assertiveness, team building, group dynamics, leadership, interviewing and conducting meetings as a communication process. The academic program has tried to model educational principles in adult education to acknowledge teachers' diversity and to provide opportunities for educators to focus their intellectual efforts on producing benefits for their practice of teaching. An experiential approach to the teaching of communication principles and practices, along with opportunities for discussion of key issues, would be appropriate. Assessment by negotiating an individual learning contract with an academic advisor provides a means for communication specialists to demonstrate development of their own and/or others' understanding and practice of an aspect of communication. The new major sequence of study in communication emphasizes combining theoretical approaches in communication with strategies for teaching, and indeed facilitating, communication in many vocational contexts. (A description of the course comprising the major sequence of study is attached. Contains 60 references.) (RS)

ED 372 450 CS 508 650

Pavitt, Charles
Student Evaluations of Communication Research Methods Courses: Relative Levels and Contributing Factors.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

ED 372 468 EA 025 939

Dayton, John; Matthews, Kenneth

Building a New Economic Future in the Old South: School Finance Policy Issues Facing Georgia.

PUB DATE- Apr 94

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presen*ed at..." (150)

DESCRIPTORS- Educational Economics; *Educational Equity (Finance); *Educational Finance; *Educational Vouchers; Elementary Secondary Education; Equalization Aid; Expenditure per Student; *Financial Support; Private Schools; Public Schools; School Choice; State Action

IDENTIFIERS- *Georgia

This paper describes some of the significant school-finance policy issues facing the state of Georgia, and speculates as to the possible consequences of certain policy alternatives. The state faces the following potentially divisive issues: (1) proposals for the provision of publicly funded vouchers for private choices in education; (2) the adequacy of funding for public education; and (3) the equitable support of educational opportunity for all students. Following an overview of Georgia's educational finance history, three conclusions are drawn. First, the creation of a voucher plan would be financially damaging to public schools and is likely to be divisive. If a plan that satisfies state and federal constitutional provisions is created, its success is contingent upon the generation of sufficient political and financial support. This support will probably not be generated. Second, adequate funding for public education must remain a goal. Georgia ranks 38th in the nation in per pupil expenditures. Finally, it is unlikely that disparities in per pupil expenditures within the state will be greatly reduced. (LMI)

ED 372 469 EA 025 941

Snyder, Karolyn J.; And Others

Typology for the Principals of Learning Organizations Committed to Reframing Work Cultures.

PUB DATE- Apr 94

NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Administrator Effectiveness; Change Strategies; *Educational Change; *Educational Environment; Elementary Secondary Education; Institutional Mission; *Leadership; Models; Organizational Climate; *Organizational Development; *Principals; *Work Environment

The leadership task for a new age of schools is to stimulate continuous innovation, rather than to manage for compliance using outdated standards of work. This paper presents a typology of work cultures--the varying work conditions of schools and the challenges they present to principals in

ED 372 489 EA 025 969

Public Hearing, National Education Commission on Time and Learning Highlights (7th, Lawrence, Kansas, June 17-18, 1993).
PUB DATE- Jun 93
NOTE- 22p.; For a briefing paper, related hearings, and research findings, see EA 025 962-971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Extended School Day; Extended School Year; *Extracurricular Activities; Hearings; *School Community Relationship; *School Schedules; *Time Factors (Learning)
IDENTIFIERS- *National Education Commission on Time and Learning

The National Education Commission on Time and Learning (NECT&L) was authorized by Congress to conduct a comprehensive review of the relationship between time and learning in elementary-secondary education, including international comparisons, the use of time in and out of school, the use of facilities, year-round professional opportunities for teachers, and the estimated costs of adopting longer school days and years. This report summarizes proceedings of two hearings held in Lawrence, Kansas, as well as a site visit to the R. J. R. Nabisco-funded "Next Century School," the New Stanley Elementary School in Kansas City, Kansas. The hearings focused on the school as a community institution, youth as community members, the interaction between school and community needs, and ways in which out-of-school time can be utilized. A list of participants is included. (LMI)

ED 372 490 EA 025 970

Public Hearing, National Education Commission on Time and Learning Highlights (8th Cambridge, Massachusetts, September 23-24, 1993).
PUB DATE- Sep 93
NOTE- 23p.; For a briefing paper, related hearings, and research findings, see EA 025 962-971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; Hearings; Organizational Climate; Professional Development; *School Restructuring; *School Schedules; *Standards; Time Factors (Learning); *Time Management; Time on Task
IDENTIFIERS- National Education Commission on Time and Learning

The National Education Commission on Time and Learning (NECT&L) is an independent advisory body authorized by Congress to conduct a comprehensive review of the relationship between time and learning in elementary-secondary education, including international comparisons, the use of time in and out of school, the use of facilities, year-round professional opportunities for teachers, and the estimated costs of adopting longer school days and years. This report summarizes proceedings of a public hearing held at Cambridge, Massachusetts. A site visit was also made to the Piscataguis Community High School in Guilford, Maine. The participants offered testimonies in regard to the following issues: time; restructuring the school day; aspects of state-level reform (such as standards, time for professional development, and deregulation); school culture; and at-risk programs.

ED 372 512 EC 302 019

Lakin, Charlie; And Others
Persons with Mental Retardation and Related Conditions in State Institutions: Trends and Projections. Policy Research Brief.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Feb 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Services; *Deinstitutionalization (of Disabled); Individual Characteristics; *Institutionalized Persons; *Mental Retardation; Program Costs; *Program Termination; Public Policy; Residential Programs; *Severe Disabilities; *State Programs; Trend Analysis

This Policy Research Brief summarizes longitudinal national statistics on the number and characteristics of persons with mental retardation and related conditions living in state institutions, their movement into and out of those institutions, the costs of state institutions, and the growing numbers of closures of these institutions. Findings are based on data collection by the National Data Set Project on Residential Services located at the University of Minnesota. The brief uses narrative, tables, and graphs to specifically address the following: historical patterns of deinstitutionalization; the total residential care system; resident characteristics (functional assistance needs, age, secondary conditions); resident movement (patterns, characteristics of movers, previous and subsequent residences); state institution costs; and state institution closures (past and projected closures, and selected state plans and policies on closure). The continuing commitment of states to the depopulation and closure of state institutions is projected, with continuing challenges in providing adequate resources for community services for those with high support needs. It is predicted that increasing cost inefficiencies of under-utilized state institutions will lead to even more closures of such institutions. (DB)

ED 372 513 EC 302 113

Griffin, Abbey
Preventing Preventable Harm to Babies: Promoting Health and Safety in Child Care. Better Care for the Babies Project.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; Child Caregivers; Child Health; *Communicable Diseases; Day Care; *Day Care Centers; *Disease Control; Emotional Development; *Health Promotion; *Immunization Programs; Infants; Injuries; Physical Health; Program Development; Quality Control; Safety; State Programs; Toddlers; Training; Well Being

ED 372 531 EC 303 163

Lawlor, Mary C.; Cada, Elizabeth A.
The UIC Therapeutic Partnership Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 1 Apr 94
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Competency Based Education; Early Childhood Education; Individualized Family Service Plans; *Inservice Education; Interdisciplinary Approach; *Occupational Therapy; *Parent Participation; *Physical Disabilities; *Physical Therapy; Practicums; Program Development; Program Evaluation; Program Implementation; Teaching Models; Teamwork; Therapists
IDENTIFIERS- Illinois

This interdisciplinary inservice training project at the University of Illinois at Chicago was designed to improve early childhood occupational and physical therapy services by developing, implementing, evaluating, and disseminating a comprehensive training model. The competency-based program was designed to address the developmental needs of practitioners, from foundational skills to advanced practice competencies. The program allowed therapists who were working to remain in the provider pool while enhancing their skills. Participants collaborated with project faculty and clinical supervisors in developing individualized learning contracts. Foundational Level therapists enrolled in a lecture series and completed an extensive supervised practicum. Training at the Enrichment Level included completion of a continuing education program involving didactic sessions and videotape case analyses. Advanced Level training addressed highly specialized competencies that required practicum experiences supervised by qualified practitioners. Follow-up activities for participating therapists included seminar meetings emphasizing faculty and peer review. Appendices contain competency statements; a parent advisory committee report; the Individual Learning Plan; various evaluation forms; a reprint of an article by Mary C. Lawlor and Elizabeth A. Cada titled "Partnerships between Therapists, Parents, and Children"; and results of a survey of 276 occupational and physical therapists in Illinois. A participant's guide titled "Forming Partnerships with Families" is also provided. It includes information and exercises for a self-paced, video-based course dealing with the family, interpersonal relationships, the multidiscilinary conference meeting, and development of the Individualized Family Service Plan. The participant's guide is accompanied by three videotape recordings. (Contains 19 references.) (JDD)

ED 372 532 EC 303 164

Billingsley, Bonnie S.; And Others
Program Leadership for Serving Students with Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.; Virginia State Dept. of Education, Richmond.
PUB DATE- Mar 93
NOTE- 463p.; For selected chapters analyzed separately, see EC 303 165-172.
LANGUAGE- English

ED 372 551 EC 303 183

Dake, Bruce; And Others
A Statewide Survey of California Teachers about Behavioral Interventions in Special Education.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; *Behavior Modification; Behavior Problems; Classroom Techniques; Consultation Programs; *Disabilities; Elementary Secondary Education; Incidence; Inservice Teacher Education; Needs Assessment; Parent Participation; Pupil Personnel Services; Special Education; State Surveys; *Teacher Attitudes
IDENTIFIERS- *California

California special education teachers (N=1,282) responded to a survey concerning the distribution of, and support for, students receiving special education services who engage in severe problem behaviors in school settings. The survey included questions about the status and experience of the teacher as well as the specific areas of support used in the classroom and student placement classification. Tables and text detail responses concerning: (1) information about the teachers; (2) numbers of students with severe challenging behaviors; (3) classroom structure and support available to teachers with students having severe behavior problems; (4) adequacy of resources and procedures; (5) effectiveness of technologies and resources; (6) teacher satisfaction with preservice training; (7) record keeping of occurrences of severe behavior problems; (8) evaluation of the effectiveness of strategies used; (9) functional analyses; (10) recommendations for enrollment in more restrictive educational programs; (11) allocation of additional resources; (12) use and effectiveness of antecedent and consequent behavioral interventions; and (13) teacher recommendations for improving support for students with severe challenging behaviors. The most common recommendations were for inservice workshops, consultant support, and work with family and others involved with the student. (DB)

ED 372 552 EC 303 184

Morra, Linda G.
Special Education Reform: Districts Grapple with Inclusion Programs. Testimony before the Subcommittee on Select Education and Civil Rights, Committee on Education and Labor, House of Representatives.
PUB DATE- 28 Apr 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Change Strategies; *Disabilities; *Educational Change; Educational Trends; Elementary Secondary Education; *Mainstreaming; Program Effectiveness; School Districts; *Social Integration; Special Education; Trend Analysis
IDENTIFIERS- *Inclusive Schools

This paper presents the testimony concerning special education reform and inclusion programs of the Director of Education and

ED 372 571 EC 303 204

Mauk, Gary W.
Universal Newborn Hearing Screening and School Psychology: Preparing To Serve More Children with Hearing Loss.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 3 Mar 94
NOTE- 50p.; Paper presented at the Annual Convention of the National Association of School Psychologists (26th, Seattle, WA, March 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Auditory Tests; Change Strategies; Child Advocacy; *Disability Identification; Early Intervention; *Hearing Impairments; Infants; *Neonates; Program Development; Public Policy; *Screening Tests; Technological Advancement; Trend Analysis
IDENTIFIERS- *Early Identification

While the commitment to technology for neonatal and infant hearing screening in this country has come a long way and is evolving rapidly, the average age of 18-30 months, at which young children with auditory disabilities are identified, is still unacceptable. The promise of earlier detection, diagnosis, and habilitation of hearing loss is within reach if: (1) there is appropriate understanding of the magnitude and consequences of the problem; (2) information based on past efforts is utilized; (3) there is the ability to evaluate and use emerging technologies appropriately; and (4) collaborative uses of resources and agencies already in place are developed. Appended material includes a public awareness hand-out, a time-line on early identification of hearing loss, a summary of studies on the incidence of hearing impairment in high-risk infants, a draft position statement on universal hearing screening of the Directors of Speech and Hearing Programs in State Health and Welfare Agencies, and suggestions for community/professional advocacy for early identification of hearing loss. Contains 94 references. (Author/DB)

ED 372 572 EC 303 205

Sturtevant, Judith; Elliott, Sandra
Respite for Families with Children Experiencing a Serious Emotional Disturbance.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.
PUB DATE- May 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Caregivers; *Emotional Disturbances; *Family Problems; Legal Responsibility; *Needs Assessment; *Program Development; *Respite Care; Severe Disabilities
IDENTIFIERS- *Family Needs

This fact sheet summarizes issues in the provision of respite services for families with children suffering from severe emotional disturbances. Background information supports the

ED 372 590 EC 303 223

Foster, Andrew H.; And Others
Model Legislation: Gifted and Talented.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; Change Strategies; *Educational Legislation; Educational Practices; Elementary Secondary Education; *Gifted; Models; Program Administration; Program Development; *State Legislation; *Talent

This report presents a model state legislative bill to provide for the special needs of gifted and talented students. The model bill utilizes a "best practices" framework and attempts to be fiscally responsible and provide maximum flexibility while meeting the needs of gifted and talented students. The model legislation itself begins with a statement of purpose followed by a section defining the population of gifted and talented students and stating a policy of nondiscrimination. A section on supervision of gifted and talented programs covers the Office of State Coordinator, the duties of the Office of State Coordinator, and collaboration with the State Advisory Board. The section on the State Advisory Board for Gifted and Talented Education includes guidelines for Board establishment, Board membership, and Board duties. Specific program responsibilities and criteria are presented in the section on gifted and talented programs. In addition, a definition and nondiscrimination policy statement are offered on the issue of traditionally underserved populations. The final section makes appropriation recommendations. Following the model legislation, analysis is provided for each of the Bill's sections. (DB)

ED 372 591 EC 303 225

Coleman, Mary Ruth; And Others
Updated Report on State Policies Related to the Identification of Gifted Students.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; Content Analysis; Cultural Differences; Definitions; Due Process; Economically Disadvantaged; *Educational Policy; Elementary Secondary Education; Eligibility; *Gifted; Gifted Disabled; Gifted Disadvantaged; Minority Groups; State Legislation; *State Standards

An analysis was conducted of state policies concerning the identification of gifted students, especially those traditionally underserved (the culturally diverse, economically disadvantaged, and students with disabilities). Content analysis of each state's documents focused on six major areas: (1) legislation, (2) definitions of "gifted," (3) standard

ED 372 612 FL 022 297

Mackey, Allison
Targeting Morpho-Syntax in Children's ESL: An Empirical Study of the Use of Interactive Goal-Based Tasks.
PUB DATE- 94
NOTE- 24p.; For complete volume in which this paper appears, see FL 022 292.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Children; Elementary Education; *English (Second Language); Foreign Countries; Interlanguage; Interviews; *Language Usage; Morphology (Languages); Second Language Learning; *Sentence Structure; Spanish Speaking; *Speech Communication; Syntax; Tape Recordings; *Task Analysis
IDENTIFIERS- Australia

This paper reports on a study of the efficiency of interactive tasks at eliciting targeted morpho-syntactic structures from child speakers of English as a Second Language (ESL). Two groups of subjects between 7 and 10 years of age were examined, one group with various first language backgrounds, and a second which used Spanish as their first language. Both groups had varying degrees of exposure to English. Data for the first group were gathered through an audiotaped conversational interview, while data for the second group were gathered through a task-based elicitation procedure. The tasks included picture recognition, story completion, informal interview, picture sequencing, picture differences, and peer meeting. The results indicated that tasks were more efficient than interviews in eliciting targeted morpho-syntactic structures with child speakers of ESL and that the tasks were successful in targeting the structures for which they were designed. (MDM)

ED 372 613 FL 022 298

Menken, Kate
Ethnic Pride and the Classroom: An Ethnographic Study of Classroom Behavior--Norms and Themes.
PUB DATE- 94
NOTE- 17p.; For complete volume in which this paper appears, see FL 022 292.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Asian Americans; Black Dialects; Blacks; *Classroom Communication; Classroom Observation Techniques; *Cultural Influences; Cultural Pluralism; *Ethnicity; Ethnography; Grade 7; Hispanic Americans; Inner City; Junior High Schools; Junior High School Students; *Student Behavior; *Teacher Student Relationship; Whites
IDENTIFIERS- Afrocentrism

The purpose of this ethnographic study was to determine the norms and rules of behavior in a multi-ethnic seventh-grade classroom in an inner-city school. Data were gathered through classroom observations and interviews with the teacher. The teacher in this class stressed ethnic pride, and because the majority of the students (as well as the teacher) were African-American, an Afrocentric viewpoint was included in appropriate areas of the curriculum. The teacher also stressed that students needed to respect each other, enforcing rules concerning turn-taking and politeness. The teacher corrected students when they used Black English Vernacular (BEV) during formal classroom situations,

ED 372 634 FL 022 330

Lynch, Joanne
Excellence and Success through Career Understanding and Enriched Language Activities (Project ESCUELA). Community School District 14, Brooklyn. Final Evaluation Report, 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Bilingual Education Programs; *Career Education; Career Guidance; Computers; Elementary Education; English (Second Language); Instructional Materials; *Limited English Speaking; Parent Participation; Program Descriptions; *Program Effectiveness; *Program Evaluation; Second Language Instruction; Spanish; Staff Development; *Transitional Programs; Uncommonly Taught Languages; Yiddish
IDENTIFIERS- New York City Board of Education; *Project ESCUELA NY

This report presents an evaluation of the Excellence and Success through Career Understanding and Enriched Language Activities (Project ESCUELA), an Elementary and Secondary Education Act Title VII-funded project in its second year of operation at five schools in Brooklyn, New York. The project served 415 Spanish-speaking and 178 Yiddish-speaking students of limited English proficiency. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA) and content subjects, as well as computer training and career education. Staff development programs, parent participation workshops and ESL instruction for parents were integral to the project. An evaluation of Project ESCUELA found that it met its objectives for Spanish NLA, Yiddish NLA, staff development, and parent involvement. It failed to meet its objectives for English development, the content area subjects of science and social studies, or mainstreaming. Recommendations on program improvement are included. Two appendixes include a list of instructional materials used and class schedules. (MDM)

ED 372 635 FL 022 332

Guadalupe, Deana R.
Cognitive Academic Learning Approaches through ESL Content Area Instruction with Career Exploration Strategies (Project CALA). Final Evaluation Report, 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 43p.; For earlier reports, see ED 332 525 and ED 319 259.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Allied Health Occupations Education; *Bilingual Education Programs; Business Skills; *Career Education; Career Guidance; Curriculum Development; English (Second Language); Instructional Materials; *Internship Programs; *Limited English Speaking; Parent Participation; Program Descriptions; Program Effectiveness; *Program Evaluation; Secondary Education; Second Language Instruction; Staff Development; *Transitional Programs; Vocational Education
IDENTIFIERS- *Content Area Teaching; New York City Board of Education

This report presents an evaluation of the Cognitive Academic (customer and consumer services, savings and loan operations, and credit union operations); and closure for business financial applications. Two appendices contain reference addresses and suggested handicap modifications. Teacher's guide units within each section may contain the following information: suggested unit lesson plan (element, allocated time, unit objective, student competencies, focus, domain, and basic skills); content outline; and teaching suggestions (general teacher preparation, teacher presentation, reteach activities, and specific teaching suggestions.) The simulations section provides instructional materials for the course. Two simulations are provided for each section of the guide. A 1-hour simulation provides information for a 1-semester course and a 3-hour simulation provides information for a full-year course. Each simulation is based on working at a specific company. The simulations may serve as a test or as additional activities to tie in the section's concepts. Brief instructions and a grading sheet are provided for the teacher at the front of each simulation. Most answers are provided. In addition to introductory pages, this guide contains four sections, each containing information on several units: (1) banking operations systems simulations; (2) credit administration simulations; (3) loan simulations; and (4) legal aspects of banking and other financial institution simulations. The test bank provides instructors with test items coordinated with the Curriculum Guide. In addition to introductory pages, these test banks contain four sections. Each section has units corresponding to those detailed in the simulations section. Each unit within a section contains the test questions and answers in a number of formats: true and false, multiple choice, matching, fill in the blank, and essay. At the end of each section a competency matrix contains unit questions and question types. (The related data disks contain only the true and false questions and the multiple-choice questions from each section.) (NLA)

ED 372 178   CE 063 894

Rutter, Duncan
Catering Education and Training in Germany--A Comparative Study. Research Report.
PUB DATE- 92
NOTE- 38p.; For a related document, see CE 063 895.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Comparative Analysis; Educational Development; Educational Practices; Experiential Learning; Federal Government; *Food Service; Foreign Countries; *Government Role; *Hospitality Occupations; *Hotels; *Job Training; Postsecondary Education; Secondary Education; State Government; Vocational Education
IDENTIFIERS- *Germany

This report updates 1979 studies of European practice in catering training and education. Section 1 provides background. Section 2 describes the structure of West German federal and state government and their respective responsibilities for vocational education and training, including the dual system of apprentice training and the role played in it by Chambers of Commerce. It considers the structure of the West German hospitality industry and the composition, by sector, of the industry itself. An outline of the organizational structure of DEHOGA (Deutscher Hotel- und Gaststattenverband EV), the industry's trade association, is provided. Section 2 also presents available data on the new states from the former German Democratic shortage through computers. The method of instruction was the responsibility of both the teacher and the learners, as the teacher learned plant jargon and the learners learned computers as they applied to their jobs. The "real work" world was close by if further observation was necessary to clarify a particular issue. Both the trainer and the students were required to adapt, accept, and change their roles as new situations arose in the learning and problem-solving process. The teacher discovered that the learners caught on quickly because they were learning information that could be applied immediately to their jobs. The key to the learning process was commitment--the workers were the keepers of the knowledge and techniques and all they were doing was transferring their knowledge to a new medium (electronic) that would make their jobs more efficient and productive and provide more accurate control data for accounting purposes. The classroom training was centered around introducing exercises and problems that were directly applicable to what they were doing, analyzing problems they were encountering on the production lines, and evaluating actual data from previous days' production activities. Each week the students' knowledge increased dramatically as they brought back to the classroom the successes and failures of implementing the previous classes' ideas and suggestions and focused on problem solving and discussions of what worked and what needed modification. The process was successful, with both trainer and learners learning new knowledge and the trainer newly appreciative of the ease and speed of onsite, experience-based learning. (KC)

ED 372 197 CE 066 787

Weisbord, Marvin R.; And Others
Discovering Common Ground: How Future Search Conferences Bring People Together To Achieve Breakthrough Innovation, Empowerment, Shared Vision, and Collaborative Action.
PUB DATE- 92
NOTE- 442p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Education; Case Studies; Change Agents; Community Development; *Conferences; *Cooperative Planning; Curriculum Development; Developing Nations; Educational Planning; Entrepreneurship; Foreign Countries; *Futures (of Society); Group Dynamics; Innovation; International Education; Labor Force Development; Organizational Development; Postsecondary Education; Rural Areas; *Strategic Planning; Vocational Education
IDENTIFIERS- *Empowerment; *Search Conferences

This book contains 35 papers about planning and holding future search conferences, as well as their benefits and likely future directions. The following papers are included: "Applied Common Sense" (Weisbord); "Inventing the Search Conference" (Weisbord); "Building Collaborative Communities" (Schindler-Rainman, Lippitt); "Parallel Paths to Community" (Weisbord); "Conditions for Success" (Emery, Weisbord); "Search Conference Methodology for Practitioners" (Baburoglu, Garr); "Adapting to Rapid Change Using Search Conferences" (Haugen); "Informing Participants of What To Expect" (Brokhaug); "Touring 'The Four-Room Apartment'" (Weisbord); "Future Search Conferences and the New Science" (Wheatley); "Dialogue as a Path toward Wholeness" (Briggs); "Strategic Planning in the U.S. Department of Health and Human Services" (Wooten, Libby); "Revising Brigham Young University's Business School Curriculum" (Wheatley); "Human

DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations Education; *Communication Skills; Curriculum Guides; *Hospital Personnel; Instructional Materials; Job Performance; Learning Activities; Lesson Plans; Literacy Education; *Personnel Evaluation; *Supervisory Training; Teaching Guides
IDENTIFIERS- *Workplace Literacy

This course in supervisory performance appraisal skills developed especially for hospital employees is designed to be taught onsite and to complement a hospital's other training and staff development efforts. The topical focus is workplace communication. The course is designed as a 6-hour workshop with two 3-hour sessions or one long session. The curriculum guide consists of a list of course goals, appraisal scenarios, and informational materials, activities, and exercises for six topics: understanding the purposes for appraisal; understanding the appraisal process; establishing goals and objectives; needs, motivation, and feedback; appraisal problems; and appraisals: putting it all together. The teacher's guide explains the philosophy of the course. It lists course goals (including participant role, instructor role, and evaluation) and offers sample lesson plans. Each lesson plan has a brief narrative description of class activities and goals and a time plan. Each plan assumes a 3-hour class session and team-teaching. The teacher's guide also describes how teachers can adapt the course to make it more work-related and more responsive to different audiences. Suggestions for recordkeeping conclude the guide. (YLB)

ED 372 215 CE 066 811

Reading and Study Skills. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 91
NOTE- 55p.; For related documents, see ED 343 022-026 and CE 066 809-815. The project's other partners were the New Mexico Coalition for Literacy and seven hospitals within New Mexico.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Advance Organizers; Allied Health Occupations Education; Curriculum Guides; *Hospital Personnel; Instructional Materials; Learning Activities; Learning Strategies; Listening Skills; Literacy Education; Notetaking; *Reading Skills; Study Habits; *Study Skills; *Test Wiseness
IDENTIFIERS- *Workplace Literacy

This course in reading and study skills developed especially for hospital employees is intended to be taught onsite and to complement a hospital's other training and staff development efforts. It is designed to help adults who want to go back to college to get advanced vocational or technical training. It consists of a list of course goals, outline of assignments, and instructional materials, activities, and exercises on five topics. The topics are as follows: an introduction discussing attitude, goals, and commitment; becoming a better student; reading skills; listening skills and classroom notes; and test-taking skills. (YLB)

ED 372 216 CE 066 812

four villages, and interviews were conducted with household heads. Differences among men, women, and children with respect to their role in production, reproduction, and intrahousehold dynamics were identified. Women had less formal education and far less access to agricultural extension than men. Men and women had high levels of complementarity in carrying out agricultural tasks. However, with respect to household-related activities, women carried a considerably larger burden. Inequalities between genders were visible in the decision-making sphere. However, males and females tended to share authority. Also, in almost all households, women had little or no access to two key resources--land and information. A suggestion was that development projects in Luribay Valley would substantially increase their impact if they took the women's situation into consideration. Gender analysis could help implement a more participatory development approach. (Contains 32 references. The survey instrument is appended.) (YLB)

ED 372 234 CE 066 844

Kansas-Training Information Program. Report on Vocational Training, Placement Rates, and Average Salaries.
PUB DATE- Jan 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Continuing Education; Employment; *Employment Statistics; *Enrollment; *Job Placement; Postsecondary Education; *Salaries; State Programs; State Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Kansas

This report includes enrollments, placement rates, and earnings for persons completing a vocational education program within each postsecondary educational institution in Kansas. Vocational education programs included in the Kansas-Training Information Program (K-TIP) report are postsecondary programs offered by area vocational-technical schools, community colleges, Kansas College of Technology, and Washburn University. Programs are grouped by classification of instructional program clusters. Data are presented for the 12-month period July 1, 1992, through June 30, 1993, for those persons who completed a vocational program the previous year. The first table summarizes the enrollments, completer, and placement rates for each instructional program cluster. The individual local education agencies' programs follow. Each table shows the following: enrollments, completers, completers/leavers, continuing education, employed, percentage employed, average salary, and employer rating of employee job skills as very good, good, and poor. (YLB)

ED 372 235 CE 066 845

Kansas Vocational Education Performance Report for Fiscal Year 1993. Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.
PUB DATE- 11 Jan 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Career Counseling; Career Education;

professionals. The chapters cover the following topics: (1) the employment picture today; (2) looking for self-fulfillment in your career; (3) when to leave your old job; (4) self-assessment; (5) exploring the market; (6) resume development and preparation; (7) planning for success; (8) marketing your talents; and (9) interviewing and negotiating. The book also includes a glossary and eight appendixes that provide the following: an annotated list of 13 directories, 5 periodicals, 11 computer databases, and 3 recruiting access online services; resource information on the recruiting industry; lists of recruiting firms and specialty recruiting firms for various occupational areas; a suggested reading list containing 22 annotated citations; a list of members of the National Association of Career Development Counselors; a list of third-party employment services; and addresses of Forty Plus organizations. (KC)

ED 372 253 CE 066 867

Busse, Rodger
Planning for Success on the Job. Instructor's Guide.
PUB DATE- 94
NOTE- 222p.; For a related student text, see ED 369 889.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Cooperative Education; Education Work Relationship; *Employee Attitudes; *Employer Employee Relationship; *Employment Potential; *Job Skills; Lesson Plans; Postsecondary Education; Secondary Education; Success; Test Items; Work Environment; *Work Ethic

This guide is designed to be used by teachers as a supplement to the related student textbook in order to teach students how to function as an employee in a work-study program or in postschool employment. The guide is structured around the headings in the student text and the transparency masters that are included at the end of the guide. Each chapter contains a chapter introduction, a listing of the key ideas that are presented, a list of topics for discussion, a summary of suggested activities, a list of vocabulary terms, and a section that covers classroom presentation (including a discussion of each overhead transparency master). Two test banks with answer keys are provided, as well as suggested questions and answers at the end of each chapter. Topics covered in the 12 chapters of the guide (and the textbook) are the following: (1) the changing job scene; (2) you are your attitude; (3) human relations at work; (4) being a good employee; (5) setting goals; (6) understanding the organization; (7) working for your boss; (8) dealing with job challenges; (9) self-improvement--the key to success; (10) planning for success; (11) becoming a supervisor; and (12) should you change jobs? (KC)

ED 372 254 CE 066 868

Proper, Len
Models of Excellence: A Review of Ohio's Award-Winning Workplace Literacy Programs. Alliance for Workforce Excellence Publication #94-01.
PUB DATE- Jun 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Information; Postsecondary Education; Private Sector; *Public Service Occupations; Questionnaires; Secondary Education; *Vocational Education
IDENTIFIERS- *Environmental Protection; *Germany

A study examined the knowledge and job skills required of persons employed in air pollution control-related occupations in Germany's public service sector. In all, 18 persons from 11 offices in 10 public institutions were interviewed. In seven cases, two people from the same institution (one performing managerial duties and the other directly involved in controlling air pollution) were interviewed. The interview findings were used to develop a total of 18 profiles of occupations in the following aspects of the field of air pollution control: policymaking, research, inspection and control, and provision of information to the public. The work performed by persons employed in air pollution control-related occupations in the public service and private sectors was compared. Occupational profiles in the public service sector were found to be more rigid than those in the industrial sector and tended to call for higher qualifications. Only 4 of 51 statements made by the interviewees regarding future occupational profiles indicated that existing qualifications would also be sufficient in the future. Appended are the interview instrument, chart of institutions/persons interviewed, classification of environmental occupational profiles, distributions of air pollution control-related tasks and competencies, and 18 occupational profiles. Contains 30 references.) (MN)

ED 372 273 CE 066 901

Sellin, Burkart
Supplement to the "Compendium of Occupational Profiles at the Skilled Blue- and White-collar Worker Level." Situations and Trends: Supply and Demand for Skilled Workers. CEDEFOP Panorama. Supplement.
PUB DATE- 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Occupations; Auto Mechanics; Blue Collar Occupations; Building Trades; Emerging Occupations; *Employment Patterns; *Employment Qualifications; Engineering; Fashion Industry; Food Processing Occupations; Food Service; Foreign Countries; Hospitality Occupations; International Trade; *Labor Needs; *Labor Supply; Managerial Occupations; Metal Working; Office Occupations; Publishing Industry; *Skilled Workers; Tourism; Transportation; *Vocational Education; White Collar Occupations
IDENTIFIERS- *European Community; Textile Occupations

A study examined the supply and demand for skilled workers in the following sectors throughout the member countries of the European Community: agriculture (including horticulture and forestry); food industry and trades; hotels, restaurants, and catering industry; tourism; transport; textile industry; textile clothing; leather; wood; building (structural engineering and building construction); civil engineering; iron/steel; metalworking (including mechanical engineering and motor vehicle and plant construction); electrical engineering/electronics; motor vehicle repair; chemicals; print and the media; office/administration; and trade. The study revealed that, although higher qualifications are being required in many cases, the qualifications required for

Implementation; Recruitment; *Teaching Methods; *Tutoring; Tutors
IDENTIFIERS- *Family Literacy; Pennsylvania (Allegheny County); Pennsylvania (Beaver County); Project Head Start

This guide was developed during a demonstration project conducted in three diverse, multiethnic Western Pennsylvania communities to use older adult tutors as mentors to improve Head Start parents' literacy skills and ability to develop their children's literacy. The guide is intended to facilitate tutors' learning about family literacy and to give them guidelines for working with families and making home visits. The guide includes the following: information on family literacy; a rationale for and description for the project, tips for getting started (characteristics of adult learners, techniques for teaching adults, clarifying goals, and establishing a relationship); ideas for keeping it going (teaching the parents); and wrapping it up (some examples of outcomes as reported by mentors and parents). Appendixes includes a checklist of home visiting tips and a starter list of family literacy activities (KC)

ED 372 291 CE 066 924

Center for Literacy's Family Literacy Demonstration Project. Final Program Report To National Institute for Literacy.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 93
NOTE- 147p.; For the three-volume set of curriculum documents developed by this project, see CE 066 925-927.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Demonstration Programs; Family Involvement; *Family Programs; Family School Relationship; Learning Activities; *Literacy Education; Mathematics Instruction; *Outcomes of Education; *Primary Education; *Program Effectiveness; Program Evaluation; Reading Instruction; Summer Programs; Teaching Methods; Whole Language Approach
IDENTIFIERS- *Family Literacy; Philadelphia School District PA

A family literacy demonstration project was conducted to offer family literacy classes in three public schools in Philadelphia. Instruction was offered for 2.5 hours per day 4 days per week for parents of kindergartners and first graders from January to June and for parents and children together in July. The project was designed to help adults meet their own needs and to enable them to support their children's learning. The instructional program for the adults mirrored the kindergarten and first-grade curriculum of the school district. During the parents-and-children-together phase of the program, activities were provided that parents could continue at home, and parents also received information about children's learning. The whole-language, learner-centered approach was used. Evaluation of the program, both by staff members, and by an outside evaluator, showed some problems. For example, it was difficult to develop a shared vision of what family literacy should be. In addition, relationships between the literacy project staff and the schools was strained in two of the three schools, and the teachers had to struggle to serve a diverse group of parents at three schools. However, even though all program goals were not met, parents and children did learn, and both groups were served.. Recommendations were made to involve all stakeholders earlier in the planning process, to build a completed on an Administration on Aging project in Texas entitled, "A Statewide Faculty Development Program for Undergraduate Social Work Educators in Elder Care." The project's primary goal was to increase the number of social workers with the knowledge and skills needed to work with older persons, especially poor, frail, or minority elders who are at risk of losing their independence. The manual is organized by topic area with information on the following learning objectives: (1) Attitudes and Facts on Aging; (2) Aging and Ethnicity; (3) Communication and Interviewing Skills; (4) Assessments, including competence in daily living, cognitive status, depression, psychosocial evaluations, and case management; (5) Health Concerns and Health Care; (6) Understanding Community Services; (7) Linking Clients to Services; (8) Financial Issues, such as funding programs for long-term care, medicare and medicaid; and (9) Legal and Ethical Issues, such as case management, the Texas Natural Death Act, and the durable power of attorney for health care. Also included are bibliographic and audiovisual guides for both students and older people and their families. (RJM)

ED 372 309   CG 025 393

Behrens, Troy T.
Conveying Thoughts, Feelings, and Fears: An Adlerian Approach to Addressing Death.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Anxiety; Cognitive Processes; *Death; Emotional Experience; Fear; Higher Education; Memory; Verbal Communication
IDENTIFIERS- *Adler (Alfred); *Dying

Many people in western society find it difficult to discuss their feelings, thoughts, and beliefs about death and dying. The exploration of Early Recollections (ER), part of an Adlerian approach which emphasizes knowledge of a person's private logic, offers one way of understanding attitudes toward death. This study was conducted in order to assist counselors in the facilitation of grief and loss therapy. It measured the levels of verbal and non-verbal death-related self-disclosures. College students (n=61) responded to questions on death and dying and these responses were related to their scores on the Collett-Lester Fear of Death Scale (C-LFDS). Students were divided into two groups: (1) non-verbal; and (2) verbal. Non-verbal participants completed the C-LFDS and an ER questionnaire privately. Verbal subject also completed the C-LFDS privately but they were then interviewed by an anonymous research assistant and asked to verbalize their first three significant experiences that introduced them to the concept of death--their ER. Non-verbal members self-disclosed more information about their ER than did the verbal participants. Results indicate that verbal subjects also inconsistently conveyed their innermost thoughts and fears of death. Therefore, individuals may feel more comfortable relaying their feelings and beliefs toward death if they could do so non-verbally. (Author/RJM)

ED 372 310   CG 025 480

Firestone, Robert W.
Two Modes of Sexuality.

and non-aggressive subjects, the fact that males exhibit more aggression than females, and the belief that aggression emerges early in life and remains persistent, reinforce the concept of aggression as a personality trait. Since these inherent factors influence aggression, when one examines the roles of situational determinants in stimulating violence, one should also look at the past and present situational context for violence in order to understand the emergence of specific aggressive behaviors. While personality is sometimes interpreted in terms of the three components of trait, state, and situation, in order to understand the emergence of aggressive and violent behavior at any given time, these three components are less illuminating than if one views aggression from a cognitive outlook. While trait, state, and situation all have their roles, the concepts of cognition, emotions, and context lend themselves more readily to psychological inquiry and their emergence and effects are more easily explained by principles of learning. (Contains 37 references.) (RJM)

ED 372 329 CG 025 631

Hadge, Carolyn
School-Based Prevention and Intervention Programs. Clearinghouse Fact Sheet.
PUB DATE- 92
NOTE- 4p.; For a related document, see CG 025 632. The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Alcohol Abuse; Children; Counseling; Drug Abuse; Early Intervention; Elementary Secondary Education; *Intervention; *Prevention; Problem Children; Rehabilitation
IDENTIFIERS- *School Based Services; *Student Assistance Programs

School-based alcohol and drug abuse prevention and intervention programs have become an integral part of many school systems in the 1990s. Many such programs employ prevention programs with primary, secondary, or tertiary aspects. In primary prevention, the school district develops a climate conducive to the understanding of alcohol/drug abuse prevention and intervention. Such programs commonly provide staff training, an alcohol/drug curriculum which addresses diverse needs, assistance from school personnel, a student assistance coordinator (SAC) who works with staff, peer counseling, and other measures. In secondary prevention, intervention concentrates on the effects of alcohol or drug abuse on students. This type of prevention involves many aspects: (1) school drug policy is the foundation for intervention; (2) administrative procedures do not need board approval; (3) the SAC takes referrals from staff members and is also consulted on drug/alcohol policy violations; (4) a "Core Team" of school staff discusses questionable students; (5) student counseling groups; and (6) a broad-based employee assistance program. Tertiary prevention, or treatment, is technically not provided by schools but SACs need to be familiar with treatment programs. The SAC can suggest a student be involved in treatment and may help coordinate the services provided by the treatment center and the school. (RJM)

Resources are cited which outline requisite skills and knowledge for effective evaluation practices, and guidelines and suggestions from these resources are summarized in a list of eight effective evaluation practices. The digest concludes that the use of multiple methods for evaluation contributes to the supervisee's sense of self-worth and success. Contains 9 references. (NB)

ED 372 349 CG 025 751

Bernard, Janine M.
Ethical and Legal Dimensions of Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Competence; *Counselors; Counselor Training; *Ethics; *Legal Responsibility; *Supervision; Supervisors
IDENTIFIERS- ERIC Digests

This digest focuses on legal and ethical issues in supervision. Ethics call the supervisor to a standard of practice sanctioned by the profession while legal statutes define a point beyond which a supervisor may be liable. Several issues are considered, including competence of both the counselor and the supervisor. Dual relationships and therapeutic relationships are discussed, and it is noted that there has been greater divergence of opinion about what constitutes an inappropriate dual relationship between supervisor and counselor than between counselor and client. Finally, issues of informed consent, due process, confidentiality, and liability are addressed. The digest concludes that, as gatekeepers of the profession, supervisors must be diligent about their own and their supervisees' ethics. Contains 8 references. (NB)

ED 372 350 CG 025 752

Borders, L. DiAnne
The Good Supervisor. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Competence; Counselors; Counselor Training; *Supervisor Qualifications; *Supervisors; Supervisory Methods
IDENTIFIERS- ERIC Digests

This digest focuses on characteristics of good supervisors. Only a few researchers have focused on supervisor qualities and skills, and only three very brief models of supervisor development have been proposed. Good supervisors seem to have many of the same qualities as good teachers and good counselors, i.e., being empathic, genuine, open, and flexible. In terms of professional characteristics, good supervisors are both knowledgeable and competent counselors and supervisors. Existing models of supervisor development are briefly reviewed. The digest concludes with the author's reflections on being a supervisor and a supervisor educator. Contains 8 references.

often involved in a variety of activities. Classroom observations indicated that children did not need to be "spoon fed" but that they could actively participate in learning activities. Instruments of evaluation through the school visits were usually informal such as teacher observation, journal writing, visual materials, written projects, and research participation through performance. In general, classroom teachers feel that whole language: (1) enriches learning in the classroom and the teaching/learning process; (2) gives children the freedom to explore for themselves; (3) makes connections with oral, written, and reading comprehension; (4) encourages children to look at literature in depth; and (5) uses all modes of communication in an integrating manner stressing language as a whole. (Contains eight references.) (RS)

ED 372 371 CS 011 791

Toliver, Mary A.
Increasing Emergent Reading Skills for First Grade Students through Peer Action Program.
PUB DATE- May 94
NOTE- 43p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Decoding (Reading); Early Intervention; *Grade 1; Instructional Effectiveness; *Peer Teaching; Primary Education; *Reading Improvement; Reading Research; *Reading Skills; Self Esteem
IDENTIFIERS- *Emergent Literacy; Florida (Central); Print Awareness

A program was developed and implemented to help identify, give direction to, and build self-confidence in children who lack emergent reading skills on entering first grade. Objectives were for 80% of the 18 students at a Florida elementary school to recognize the basic concepts about print, and that two or more cueing systems be used to decode or self-correct by 80% of the students. Subjects were instructed using Peer Early Action Reading Literacy (PEARL), consisting of four workshop sessions, paired reading, response journals, computer exercises, and a comprehensive literature program. Measurement tools were the Kindergarten Report Card, a teacher-made checklist and teacher observations, and the response journals. All program objectives were met. The target group improved dramatically in all areas. (Contains 16 references and 3 tables of data. The reading readiness skills survey, a strategy group chart, and a story map are attached.) (RS)

ED 372 372 CS 011 792

Husband, Katherine M.
Effects of Art Expression on Self-Concept of Low Reading First Grade Students.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Activities; Art Expression; Elementary School Students; *Grade 1; Instructional Effectiveness; Intervention; *Low Achievement; Primary Education; *Reading Achievement; Reading Research; *Self Concept

only on computers. Both groups were compared for the rate of developmental growth in emergent literacy. Pre- and post-tests were administered to obtain baseline data. Students were also surveyed to determine their attitudes about computer based writing. Findings suggest that the experience of writing is more important than the writing tool that students choose to use. (Contains 8 references. Elizabeth Sulzby's classification scheme for forms of writing, a student survey, and two tables of data are attached.) (RS)

ED 372 391   CS 214 415

Hanson, Margo
Dialogue Journals: A Method of Involving and Educating Parents in the Writing Development of Their Child.
PUB DATE- 20 Jun 94
NOTE- 22p.; Graduate Research Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Class Activities; *Dialog Journals; Grade 1; Instructional Effectiveness; Kindergarten; *Parent Participation; *Parent Student Relationship; Primary Education; Writing Research
IDENTIFIERS- *Emergent Literacy; *Writing Development

A teacher, after learning about emergent writing in an inservice teacher education course and noticing various levels of writing in her 16 kindergarten and first-grade children, decided to involve the parents of her students in a similar learning process. A 4-week project involving dialogue journals ensued. Written questioning techniques developed as a means of encouraging parental communication with students. Active participation by parents had positive effects in modeling, parent-teacher-student communications, parental appreciation of student writings, and increased progress in student writings. (Contains nine references and five figures presenting teacher letters to parents, students' writing, and parents' responses.) (RS)

ED 372 392   CS 214 416

Bryson, Eileen
Will an Increased Print Rich Environment Encourage Children To Become More Involved in Writing?
PUB DATE- 94
NOTE- 28p.; Student writing samples may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Classroom Environment; Classroom Research; *Dramatic Play; Grade 1; Letters (Correspondence); Primary Education; Writing Attitudes; Writing Research
IDENTIFIERS- Childrens Writing; *Emergent Literacy

A first-grade teacher's classroom investigations support earlier research findings that when dramatic play is presented in a thematic context and related literacy props are provided, the children will use literacy behavior as part of their play. The teacher's research also indicated that adult intervention, guidance, and modeling of literacy behavior, when done carefully, can further encourage literacy. Dramatic changes were noticed in the children's writing with the changes in the dramatic play environment. The frequency of writing in dramatic play went from infrequent to a regular part of the play. When given the opportunity to either select books to read, or to condescension with which the educational system has sometimes treated nonnative speakers. According to C. B. Stein, "the world view of teachers and administrators approaches history and culture as if both began in England and came to fruition in the United States." When nonnative speakers first began entering college in record numbers, many teachers who taught English as a Second Language (ESL) were not specifically trained in the field, and sometimes saw as problems what were really cultural differences in classroom behavior. For classroom English teachers, grammatical incorrectness has traditionally been a sore point, and many nonnative students make a lot more errors than native students--errors which usually cannot be explained by simple prescriptive rules. Thus frustrated university professors lay the blame for unsuccessful written communication on what is immediately obvious--incorrect grammar. Although recent ESL theory has grown in the same direction as mainstream composition theory, that is, away from preoccupation with error and toward an appreciation of content, it is difficult to reconcile knowledge about the existence of contrastive rhetoric with the goal of preparing students to follow academic conventions in the discipline of English and in other disciplines. (Contains 13 references.) (NKA)

ED 372 411 CS 214 440

Israel, Elfie
Developing Students' Discriminating Taste in Literature through Cooperative Learning Groups and Seminar Discussions.
PUB DATE- 94
NOTE- 96p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Literature; Creative Writing; Editing; *Evaluation Criteria; Evaluation Methods; High Schools; *Literature Appreciation; Peer Evaluation; Poetry; Student Attitudes
IDENTIFIERS- *Aesthetic Reading; Taste Discrimination

A practicum was designed to help 40 students enrolled in creative writing classes at a suburban high school develop criteria with which to evaluate the aesthetic qualities of what they read. They were able to discern the differences between good and bad literature. Students were active participants in the process, performing skits, writing prose and poetry, and individually formulating criteria for evaluating the works of professionals and of their peers. Their final products were children's books they designed and wrote. Prose and poetry samples were disseminated, pre- and postsurveys were administered, students were trained in the peer editing process, and students were helped to prepare peer editing critique sheets. Analysis of the data revealed that the students could distinguish between good and bad literature. (Two tables of data, survey instruments and evaluation forms for book critiques, poetry evaluation, skit evaluation, and college essay critiques are included. Contains 29 references.) (Author/RS)

ED 372 412 CS 214 442

Perez-Stable, Maria A.; Cordier, Mary Hurlbut
Understanding American History through Children's Literature: Instructional Units and Activities for Grades K-8.
PUB DATE- 94

The categorization of evidence through an "inverse inference" model is a preliminary attempt to organize the manner in which the ordinary language user perceives the use of evidence. While discussions on the nature of evidence have an important place in the realm of the theoretician and methodologist, this model attempts to explain how naive observers interpret and make sense of their world. The model begins with the assumption that individuals interpret events within a relatively stable frame of references. Ordinary language users treat as evidence those interpretations of phenomena which allow them to create meaningful classifications or apply them. The inferential process of connecting evidence with the interpretation of phenomena requires acceptance of several assumptions: evidence is inferred; evidence requiring less inference is preferred to evidence which requires greater inference; the frame of reference through which evidence is interpreted is subjective; and the frame of reference in relatively stable, even though it is subject to change. Three levels of evidence (in order of least inference required to most required) emerge for categorizing evidence types through the model: (1) evidence only requiring a perceptual inference; (2) evidence requiring both a perceptual inference and at least one level of logical inference by the observer; and (3) evidence requiring multiple levels of logical inference without a direct perceptual inference by the observer. Future elaboration of the model will explain the heuristic rules employed. (Contains 16 references.) (RS)

ED 372 432 CS 508 627

Hugenberg, Lawrence W.; Yoder, Donald D.
Communication Competence: A Reaction to the "Competent Speaker Speech Evaluation Form."
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Evaluation Methods; Evaluation Problems; Higher Education; *Introductory Courses; *Speech Communication; *Student Evaluation
IDENTIFIERS- *Communication Competencies

Artificial criteria included in speech evaluation forms in the basic communication classroom to assess students' communication competencies fail to reflect what is known about communication as a transaction and about communication competence. Communication competence is most commonly defined from the action perspective which focuses on the performance of specific communication skills. The reaction approach focuses on the perceptions of the listener who makes the ultimate judgment of competence. Whether viewed as a property of the speaker or a characteristic of the listener, the action and reaction approaches lead to inappropriate and/or incomplete criteria for evaluating competence. The transactional approach, however, changes the focus to the creation of shared meaning. If communication is transactional, then communication competence is also mutually created. S. Morreale's "Competent Speaker Speech Evaluation Form" is an assessment instrument designed to evaluate/rate observable public speaking skills/behaviors of college students and consists of eight competencies. Criticisms of the evaluation form include: the discriminations needed to

(150),Reports - Research/Technical (143)
DESCRIPTORS- Class Size; *Communication Research; Course Content; *Course Evaluation; Higher Education; *Methods Courses; National Surveys; Research Methodology; *Student Attitudes; *Undergraduate Students

A study assessed whether means for student evaluations of instruction tended to be lower in research methods classes than in other communication classes. Questionnaires were sent to 126 communication departments listed in the 1993 Speech Communication Association Directory and which were thought likely to require undergraduate research methods courses. A total of 77 questionnaires were completed, for a response rate of 61%. Results indicated that (1) student evaluations of communication research methods courses were lower than those for other communication classes; (2) courses receiving relatively low evaluations were more likely to be larger, intended for less experienced students, and geared more toward methods rather than statistics compared to classes rated as relatively high or average; (3) the number of elective courses offered per year was lower than the number of required courses; and (4) the mean class size for elective courses was 21.43 while the mean for required courses was 53.92. Findings suggest that if a communication department requiring a research methods course wants to counteract biases in student evaluations, it should keep class size to less than 40 and intend the class for juniors and seniors. (RS)

ED 372 451 CS 508 651

Emmers, Tara M.
Sex- and Gender-Differences in Emotion: A Preliminary Examination.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Affective Behavior; *Communication Research; *Emotional Response; Higher Education; Literature Reviews; *Sex Differences; *Sex Role; Undergraduate Students
IDENTIFIERS- Bem Sex Role Inventory

This paper offers a preliminary examination of literature reviewing sex and gender differences in the five prototypic emotions of fear, anger, sadness, joy, and love. The paper notes that within the literature on sex and gender differences, the terms "sex" and "gender" are often erroneously referred to interchangeably ("sex" is a biological term while "gender" encompasses both biological sex and "cultural associates with being male and female"). Drawing on physiological and psychological research--much of which was conducted at universities using college students as subjects--the paper discusses similarities and differences between men and women in their emotional experiences. The paper discusses an interactive model of gender related behavior. Moreover, the paper addresses conceptual and measurement concerns involved in examining sex and gender. Though hardly exhaustive, the paper does indicate how women and men express themselves and how emotional experiences are affected by both physiological factors as well as associations with sex and gender roles. Contains 59 references. (RS)

ED 372 452 CS 508 652

developing high-performance work cultures. Data were collected in 28 elementary, middle, and high schools in Florida, Virginia, and Minnesota. Methodology involved interviews with 28 principals, a work-culture survey of 1,235 professional staff at 25 schools, and a survey of 1,235 teachers at 25 schools. Three conceptual models were compared: (1) the Managing Productive Schools (MPS) Model; (2) the Change Process Model; and (3) the Quality Performance Model. Findings indicate that the highest performing schools had developed interdependent planning, staff development, program development, and assessment functions. Teachers in the more mature cultures tended to see priorities and challenges in similar ways and were involved in shaping new programs and services. Principals who understand the change process as developmental tended to be successful in engineering school development. Finally, the typology for principals is built on visionary leadership, strategic planning, and systems thinking and acting. Five tables and three figures are included. Contains 25 references. (LMI)

ED 372 470 EA 025 942

Peca, Kathy
Focusing on the Individual Change Process in School Restructuring.
PUB DATE- Jun 94
NOTE- 15p.; Keynote address at the Texas Education Agency Institute on Reaching All Students: Building School District Capacity (Austin, TX, June 28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); *Attitude Change; Behavior Change; *Change Strategies; *Educational Change; Elementary Secondary Education; Grief; *Organizational Change; *Resistance to Change; *School Restructuring

Understanding what change is and how schools change determines the success of school reform. This paper addresses the nature of the change process at the individual level. Two assumptions are made about change. First, behavior is based on beliefs and values, and individuals, not groups or organizations, change. Second, change must satisfy the individual person. Therefore, to change behavior, individuals must relinquish old behaviors and substitute new ones. This is accomplished through the grief process (Kubler-Ross, 1969), which is comprised of five stages: denial, anger, bargaining, depression, and acceptance. The grief process can be used to understand educational change, and some implications are: (1) clarify expectations and give reasons for those expectations; (2) understand the negative reactions of staff as part of the process; (3) present change as improvement, rather than as criticism of individuals' past behaviors; (4) exercise persistence; and (5) provide individual support throughout the change process. (LMI)

ED 372 471 EA 025 943

Kelley, Carolyn; Kahne, Joseph
Effective School-Linked Services Programs: Valuable Lessons from Past Collaborative Reform.
PUB DATE- 15 Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English

Participants included: (1) Harold "Doc" Howe, Senior Lecturer, Emeritus, Harvard University; (2) Ted Sanders, Superintendent of Public Instruction, Ohio Department of Education; (3) Susan Fuhrman, Codirector, Consortium for Policy Research in Education, Rutgers University; (4) Henry Levin, David Jacks Professor of Higher Education and Director, Accelerated Schools Project, Stanford University; (5) Robert Slavin, Director, Elementary School Programs, Johns Hopkins University; (6) Patricia Graham, President, Spenser Foundation; (7) Theodore Sizer, Chairman of the Coalition of Essential Schools, Brown University; (8) Edward Zigler, Sterling Professor of Psychology, Yale University; and (9) Richard Elmore, Professor of Education, Harvard Graduate School of Education. (LMI)

ED 372 491 EA 025 971

Research Findings. National Education Commission on Time and Learning.
PUB DATE- Sep 93
NOTE- 56p.; For a briefing paper, related hearings, and research findings, see EA 025 962-970.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); Costs; Elementary Secondary Education; Extended School Day; Extended School Year; Incentives; Professional Development; School Schedules; *Time Factors (Learning); *Time Management; *Year Round Schools
IDENTIFIERS- *National Education Commission on Time and Learning

This paper summarizes findings of the National Education Commission on Time and Learning (NECT&L), which conducted a comprehensive review of the relationship between time and learning in elementary-secondary education. The first section highlights salient research findings. The following sections provide information on these topics: general thinking about time and learning; the length of the academic day and year; time for academic subjects; incentives and motivation; students' time outside of school; homework; the professional development of teachers; school facilities; a model for year-round education (YRE); costs and spending in education; and changes in laws and regulations regarding YRE. (Contains 191 references.) (LMI)

ED 372 492 EA 025 972

Tessmer, Martin; Harris, Duncan
Analysing the Instructional Setting: Environmental Analysis.
PUB DATE- 92
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Data Analysis; Data Collection; Educational Assessment; *Educational Environment; Elementary Secondary Education; Evaluation Research; Foreign Countries; Institutional Environment; *Instructional Effectiveness; *Organizational Climate

To be successful, the instructional design must take the learning environment into consideration. But how is this environment to be analyzed? This book provides readers with the methodology to conduct an environmental analysis and use its findings to

This report covers the risks to health, safety, and emotional well-being for infants and toddlers in child care settings, and examines opportunities for diminishing those risks and promoting healthy development. Part 1 examines the risks of poor caregiving practices, including the spread of infectious disease, the incidence of injury, and the risks to healthy emotional development. Part 2 proposes systematic approaches that states can use to diminish risks and to provide for the healthy development of infants and toddlers in child care, through the following four components of states' child care quality assurance systems: child care regulation, state planned health and safety training, child care monitoring, and data collection on the health and safety status of infants and toddlers in child care. The report calls for development of mechanisms to ensure that service systems operate in an integrated, coordinated manner. Appendices provide a recommended schedule for immunization; a list of conditions in children that call for immediate medical attention; a discussion of inclusion, exclusion, and dismissal of children with mild infectious diseases from child care settings; and recommendations for training of child caregivers. (Contains approximately 55 references.) (JDD)

ED 372 514 EC 302 114

National Council on Disability, Annual Report to the President and to the Congress of the United States. Volume 13. Fiscal Year 1992.
PUB DATE- 31 Mar 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accessibility (for Disabled); *Advisory Committees; American Indians; Annual Reports; Assistive Devices (for Disabled); Attendants; Conferences; *Disabilities; Elementary Secondary Education; Health Insurance; *Hearings; Parks; *Public Policy; *Research Projects; Rural Areas
IDENTIFIERS- Americans with Disabilities Act 1990; *National Council on Disability

This congressionally mandated report deals with Fiscal Year 1992 activities of the National Council on Disability. It outlines the mission of the National Council on Disability, lists members and staff, and summarizes the year's programs. The Council held hearings and forums on financing of assistive technology, Americans with Disabilities Act (ADA) research, rural and Native American issues, health insurance services, personal assistance services, and the ADA Watch, and conducted the Eastern European Conference on Disabilities and the Minorities with Disabilities conference. It carried out research studies regarding access to health insurance, financing of assistive technology, education for students with disabilities, and access to federal parks. The report also describes testimony before Congress, liaison with the National Institute on Disability and Rehabilitation Research, liaison with the President's Committee on Employment of People with Disabilities, information dissemination activities, and quarterly meetings of the Council. An appendix provides biographies of National Council members and staff. (JDD)

ED 372 515 EC 302 820

Duenas, Ixtlac E.

EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Classroom Techniques; Curriculum Development; *Disabilities; *Educational Methods; Elementary Secondary Education; Family Involvement; Individualized Education Programs; Intervention; Leadership; Mainstreaming; *Program Development; *Program Evaluation; *Program Implementation; School Administration; *Special Education; Staff Development; Student Behavior; Teacher Evaluation; Teaching Methods; Transitional Programs
IDENTIFIERS- Behavior Management; Inclusive Schools; Teacher Collaboration

This manual is designed to be a practical guide for designing, implementing, and evaluating instruction and services for students with disabilities. The first section, "Leadership and Collaboration," offers a conceptual framework for program leadership, a program vision and descriptions, strategies for interagency collaboration, and strategies for family collaboration. The second section, "Program Development and Evaluation," provides assistance in seven specific areas fundamental to creating strong instruction and services. These include individual educational plans, curriculum adaptation and development, effective instruction, including and supporting students with disabilities within general education, positive behavior management, secondary education transition programs, and program evaluation. The third section, "Professional Development and Support," contains four chapters designed to help leaders in special education create supportive working environments for teachers and service providers as well as to facilitate professional growth among staff members. These four chapters include information on staff development, teacher support, teacher collaboration, and teacher and personnel evaluation. (References accompany each chapter.) (JDD)

ED 372 533 EC 303 165

Tonelson, Stephen W.; Waters, Rebecca
Interagency Collaboration.
PUB DATE- Mar 93
NOTE- 13p.; Chapter 3 in: Billingsley, Bonnie S.; And Others. Program Leadership for Serving Students with Disabilities; see EC 303 164.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Agency Cooperation; *Agency Role; Change Agents; *Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Legislation; Program Implementation; *School Role; Systems Approach; Teamwork

This chapter, from a guide for designing, implementing, and evaluating instruction and services for students with disabilities, acquaints the education administrator with the what, why, and how of interagency collaboration. System-level interagency collaboration involves joint planning, joint implementation, and joint evaluation between individuals or organizations in order to provide services for children and their families. Interagency collaboration is mandated by federal legislation as the most cost effective and efficient

Employment Issues before a House of Representatives subcommittee. The speaker concludes that inclusion programs can work (as in districts in California, Kentucky, New York, and Vermont) but take tremendous effort and considerable resources. The advice given by many educators and parents to districts attempting such programs to "go slow," is noted. Educational reform and inclusion programs are seen as having a reciprocal relationship. Key conditions for successful inclusion programs are identified. These include: (1) a collaborative learning environment; (2) natural proportions of students with disabilities in their local education setting; (3) adequate support--including large numbers of aides and training--for classroom teachers, and (4) a philosophical reorientation, from defining special education as a place to defining special education as a service. General support of inclusion by teachers and parents (of both disabled and nondisabled students) is noted. Concerns are raised regarding the appropriateness of inclusion for students with severe emotional disturbances or with learning disabilities requiring a highly focused learning environment. Major questions still unanswered concern funding, access, equity, and the federal role. (DB)

ED 372 553 EC 303 185

Winebrenner, Susan; Berger, Sandra
Providing Curriculum Alternatives To Motivate Gifted Students. ERIC Digest E524.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Acceleration (Education); Elementary Secondary Education; *Enrichment Activities; Evaluation Methods; *Gifted; Individualized Instruction; Mainstreaming; *Performance Contracts; *Student Evaluation; *Student Motivation; Student Projects
IDENTIFIERS- *Curriculum Compacting; ERIC Digests

This brief information sheet presents two strategies to motivate gifted students and is based on the book, "Teaching Gifted Kids in the Regular Classroom", by Susan Winebrenner. The curriculum compacting strategy allows students to spend less time with the regular curriculum and more time with extension and enrichment activities. The contracts strategy involves written agreements between teachers and students that outline what students will learn, how they will learn it, in what period of time, and how they will be evaluated. Specific guidelines are offered for implementing both compacting and contracts for: first, pretestable subject areas where students move between an instructional group and extension activities; and, second, subject matter that is not pretestable because of subject unfamiliarity to students. Guidelines are also offered for evaluating alternative work accomplished in both types of subject area. (DB)

ED 372 554 EC 303 186

Webb, James T.
Nuturing Social-Emotional Development of Gifted Children. ERIC Digest E527.
SPONS. AGENCY- Office of Educational Research and Improvement

unmet need for respite care services to families caring for such children at home. A definition of "serious emotional disturbance" is provided and typical characteristics of such children are listed. The difficulties families have finding appropriately trained respite providers is stressed. Program developers are urged to pay close attention to the referral process, to matching of respite providers and families, to liability concerns, to training respite providers (a basic training sequence is outlined), and to program evaluation. The role of the state administration, especially of a state planning committee to oversee respite services is briefly addressed. (DB)

ED 372 573 EC 303 206

Moore, Caroline; Carter, Susanne
Inclusion: An Annotated Bibliography.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 416p.; The bibliography is also provided on a computer disk.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131)
DESCRIPTORS- Case Studies; Checklists; *Disabilities; Early Childhood Education; Educational Finance; Educational Philosophy; Educational Policy; Elementary Secondary Education; Legal Responsibility; Legislation; *Mainstreaming; Program Development; Program Implementation; Research; *Social Integration; Staff Development; Teacher Certification; Teacher Education
IDENTIFIERS- *Inclusive Schools

This annotated bibliography is a compilation of recently published literature about inclusion of students with disabilities in the mainstream of school and community life. The 279 resources are organized into 19 topical areas and are indexed by more than 200 subject descriptors. Within each section, resources are displayed alphabetically by author or title, and, except for one resource, date from 1989. Each section begins with an overview. Each resource entry includes: full bibliographic information, descriptors of topical contents, an abstract, and source and price information. A grants section supplements the bibliography, providing abstracts of 69 currently funded inclusion projects. Topical areas are: (1) case studies, (2) checklists, (3) disability awareness, (4) early childhood, (5) fiscal implications, (6) legal issues, (7) legislation, (8) newsletters, (9) philosophy, (10) policies, (11) positions, (12) projects, (13) research, (14) staff training/preparation, (15) strategies/implementation, (16) teacher education/certification, (17) videos, (18) miscellaneous, and (19) grants. The bibliography is also provided on a computer disk suitable for use on a Macintosh computer. (DB)

ED 372 574 EC 303 207

Phelps, Miriam A.
Inclusion and Integration and School Climate.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

identification practices, (4) nonstandard identification practices, (5) due process and grievance procedures, and (6) specific references to gifted students from special populations. The analysis revealed that a range of attention is being given to these special populations and that state policies tend to be permissive and inclusive regarding identification and services. Some states have developed communication, recruitment, and child-find strategies to increase public awareness. Forty-three states have screening policies to locate gifted students. Formal identification strategies often rely on the use of multiple criteria. In their identification processes, 46 states incorporate outside-of-school activities; 43 include measures of creativity; and many states permit input from teachers, parents, students, and others. Forty states specifically mention culturally diverse gifted students, and 40 mention economically disadvantaged children. Students with learning disabilities are addressed by 40 states, and students with sensory and physical disabilities are mentioned by 36 states. Appended are the content analysis matrix and guidelines. (DB)

ED 372 592 EC 303 226

Callahan, Carolyn M., Ed.; And Others
Contexts for Promise: Noteworthy Practices and Innovations in the Identification of Gifted Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Ability Identification; Black Students; *Demonstration Programs; Early Childhood Education; Economically Disadvantaged; *Educational Practices; Elementary Secondary Education; *Gifted; Gifted Disabled; Minority Groups; Special Programs; *Talent; *Talent Identification; Urban Education
IDENTIFIERS- Georgia (Atlanta); Maryland (Howard County); Maryland (Montgomery County); Massachusetts (Boston); New Jersey (Bayonne); New Mexico (Albuquerque); New York (New York); Ohio; Texas; Wisconsin

This monograph contains 11 papers describing model projects that address the identification of gifted students. An introduction by Carolyn M. Callahan and Carol A. Tomlinson identifies commonalities and themes in the promising practices highlighted in the papers. The papers include: (1) "Project STREAM: Support, Training and Resources for Educating Able Minorities" (Donna Rae Clasen); (2) "Early Assessment for Exceptional Potential in Young Minority and/or Economically Disadvantaged Students" (Beverly D. Shaklee and others); (3) "A Model Program for Identifying Young Underserved Gifted Students" (Waveline T. Starnes); (4) "The Full Potential Program for Underserved African American Students" (Nancy Amuleru-Marshall and others); (5) "Spotting Talent Early in Minority Students: Project STEMS in Howard County, Maryland" (Paula M. Pizzat); (6) "Urban Scholars: Access to Excellence for Students and Schools" (Joan Becker); (7) "The Search for Talent: New Methods for Assessing Student Strengths" (Evelyn Levsky Hiatt); (8) "Talent beyond Words: Identifying and Developing Potential through Music and Dance in Economically Disadvantaged, Bilingual and Handicapped Children" (Barry Oreck and Susan Baum); (9) "The Twice-Exceptional Project: Identifying and Serving Gifted/Handicapped but allowed them to use BEV when talking among themselves in informal situations. (MDM)

ED 372 614 FL 022 303

Leclerc, Jacques, Ed.
Recueil des legislations linguistiques dans le monde. Tome I: Le Canada federal et les provinces canadiennes (Record of World Language-Related Legislation. Volume I: Federal Canada and the Canadian Provinces).
PUB DATE- 94
NOTE- 311p.; For the six-volume set, see FL 022 303-308.
LANGUAGE- French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Bilingualism; Constitutional Law; Courts; Educational Administration; *Educational Policy; English; Federal Government; Foreign Countries; French; *Language Role; Languages; *Laws; Legislation; *Official Languages; *Public Administration; Public Policy; Second Languages; State Government
IDENTIFIERS- *Canada

The volume is one of a series of six listing language-related legislation around the world. It contains the texts of federal and provincial/territorial laws of Canada, in French when both French and English versions were available, and in English when an English version was the only one available. The laws are presented in this order: federal; Alberta; British Columbia; Prince Edward Island; Manitoba; Nova Scotia; New Brunswick; Ontario; Quebec; Saskatchewan; Newfoundland; Northwest Territories; and the Yukon. The laws concern official languages and language use in education, educational administration, public administration, and the justice system. A subject index is included. (MSE)

ED 372 615 FL 022 304

Leclerc, Jacques, Ed.
Recueil des legislations linguistiques dans le monde. Tome II: La Belgique et ses Communautes linguistiques (Record of World Language-Related Legislation. Volume II: Belgium and its Linguistic Communities).
PUB DATE- 94
NOTE- 258p.; For the six-volume set, see FL 022 303-308.
LANGUAGE- French
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Armed Forces; Constitutional Law; Courts; Educational Administration; *Educational Policy; Foreign Countries; French; German; Labor Relations; Language Maintenance; *Language Role; Languages; *Laws; Legislation; *Official Languages; *Public Administration; Public Policy; Religion; Second Languages
IDENTIFIERS- *Belgium; Flemish

The volume is one of a series of six listing language-related legislation around the world. It presents the texts, in French, of laws of the central Belgian government and of the Flemish-speaking, French-speaking, and German-speaking communities within Belgium. The laws concern official languages, language maintenance, and language use in education, educational administration, public administration, the justice system, the armed forces, constitutional law, religion, and labor relations. A subject index is included. (MSE)

Learning Approaches through ESL Content Area Instruction with Career Exploration Strategies (Project CALA)), an Elementary and Secondary Education Act Title VII-funded project in its fifth and last year of operation at International High School, a bilingual special alternative high school in Queens, New York. The project served 459 students of limited English proficiency in grades 9 through 12. Project CALA's goal was to provide opportunities to develop linguistic, cultural, and cognitive skills necessary for success in school and work through its dual literacy component of classroom instruction and community-based internships. Participating students received instruction in English as a Second Language (ESL), career education, occupational courses (health sciences, secretarial studies, computers, business technology, liberal arts, and sciences), internships, and college courses. Staff development activities, curriculum development, and parental involvement activities were an integral part of the project. An evaluation of Project CALA found that it met all of its instructional and non-instructional objectives. Two appendixes include a list of instructional materials used and class schedules. (MDM)

ED 372 636 FL 022 333

Musante, Patricia
Bilingual Enrichment Services and Training (Project BEST): Community School District 2, Manhattan. Final Evaluation Report, 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Bilingual Education Programs; Cantonese; Chinese; Elementary Education; English (Second Language); Enrichment Activities; *Gifted; Instructional Materials; *Limited English Speaking; Mandarin Chinese; Native Language Instruction; Parent Participation; Program Descriptions; *Program Effectiveness; *Program Evaluation; Second Language Instruction; Staff Development
IDENTIFIERS- New York City Board of Education

This report presents an evaluation of Bilingual Enrichment Services and Training (Project BEST), an Elementary and Secondary Education Act Title VII-funded project in its third year of operation at four schools in Manhattan. The project served 266 Cantonese-, Fukienese, and Mandarin-speaking gifted students of limited English proficiency. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA) and content subjects. Content area instruction used one of three approaches: (1) Cantonese and Mandarin only; (2) Cantonese and Mandarin supplemented by English; and (3) English with an ESL methodology. Staff development workshops and parent participation activities were integral to the project. An evaluation of Project BEST found that it met its objectives for NLA, the content areas of mathematics, science, and social studies, instrument identification, curriculum and staff development, and parental involvement. It failed to meet its objective for placement in Intellectually Gifted Children's (IGC) classes. Recommendations on program improvement are included. Two appendixes include a list of instructional materials and resource center materials used. (MDM)

Republic. Section 3 examines the links between compulsory full-time education and vocational education and training. It looks in detail at the role of the various vocational and educational establishments and at the operation of workplace training in the dual system of apprentice training. It describes the main catering and hotelkeeping trades covered by the system and considers how successfully the present and future skills needs of the industry are being met. This section explores the range of higher vocational educational opportunities for hospitality managers who have successfully completed the dual system. Section 4 relates the present report to the 1979 study and suggests some strengths and weaknesses of the German system as compared with practices in Britain and France. (YLB)

ED 372 179 CE 063 895

Tregaskis, Olga; And Others
Tomorrow's Workforce: School Pupils' Views of a Career in Hospitality. Research Report.
PUB DATE- 93
NOTE- 47p.; For a related document, see 063 894.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Career Education; Educational Research; Employment Level; *Employment Opportunities; Employment Patterns; *Food Service; Foreign Countries; *Hospitality Occupations; Hotels; *Information Sources; *Occupational Information; Secondary Education; *Student Attitudes; Vocational Education
IDENTIFIERS- Catering; United Kingdom

A survey involving 1,024 secondary pupils and 22 career educators from schools throughout the United Kingdom collected information on pupils' perceptions of entering the hotel and catering industry as a career. The research looked in detail at the job expectations of pupils, the status they associated with hotel and catering and nonhotel and catering jobs, and their preferred and most useful sources of career information. Pupil information was collected by questionnaire. Statistical techniques included descriptive statistics, significance tests, and grouping procedures. Semistructured telephone interviews collected qualitative information from teachers. Five key factors influenced pupils' job expectations: potential for career development, personal satisfaction, work content, initiative, and job role. Generally, pupils had a narrow perception of the range of jobs and opportunities. The status associated with hotel and catering jobs was significantly lower than that associated with other jobs within the same occupational classification. Pupils viewed jobs within the industry as synonymous with low status. Work experience and workplace visits were the most preferred sources of career information. Pupils found career literature and videos slightly more useful sources of career information for hotel and catering jobs than for other jobs. Career educators were more useful to pupils trying to find out about jobs in general. Family was a primary source of information for all jobs. (YLB)

ED 372 180 CE 064 968

Certificates of General Education for Adults within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework.
PUB DATE- 93
NOTE- 204p.

Resource Future Strategy at StorageTek" (Frank, Rehm); "AMI Presbyterian/St. Luke's Medical Center Develops a New Vision" (Angus); "Conservation Strategy for Pakistan" (Schwass); "Planning for the Electricity Sector in Colombia" (Smith); "Planning, Designing and Managing Large-Scale Searches" (Morley, Trist); "Water Quality in the Upper Colorado River Basin" (Rehm, Schweitz, Granata); "Contextual Searching" (Franklin, Morley); "Empowering People with Diabetes" (Crombie); "Setting National and Local Priorities" (Davies); "Preserving Freshwater Fisheries" (Axelrod); "Northern Entrepreneurs Decide Their Future" (McIntosh, Wanlin); "Rural International Development" (Tuecke); "From Engineer to Searcher" (Hutzel); "Leading Search Conferences" (Richardson); "Training Search Conference Managers" (Emery); "Doing by Learning, Learning by Doing" (Fambrough); "Isle of Jersey Future Search" (Dubras, Brokhaug); "Center for International Education" (Cumming); "Ohio Childhood Development Conference" (Kloth); "Effective Dialogue and the New Technology" (Emery); "Creative Search Gathering" (Burgess); and "Applied Imagination Current Events = Unlimited Possibilities" (Weisbord). Contains 104 references. (MN)

ED 372 198 CE 066 788

Imel, Susan
Americans with Disabilities Act and Adult, Career, and Vocational Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; Adult Education; Annotated Bibliographies; Career Education; *Civil Rights Legislation; *Compliance (Legal); *Disabilities; *Employment Practices; Federal Legislation; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Americans with Disabilities Act 1990

The Americans with Disabilities Act (ADA) requires that educational institutions make all of their programs, services, and activities readily accessible to and usable by learners with disabilities. The ADA also requires that all screening and testing procedures used to evaluate learners with disabilities be fair, accurate, and nondiscriminatory. Because educational institutions are employers, the ADA also affects their hiring and personnel practices by prohibiting discrimination on the basis of disability in all aspects of personnel selection and management. Adult, career, and vocational educators should view the ADA as both a challenge and an opportunity. Although passage of the ADA cannot change ingrained attitudes against persons with disabilities, it does open the possibility for adult, career, and vocational educators to provide educational opportunities to interpret the law through educational offerings. As appropriate, information about the ADA and its requirements can be part of regular courses or delivered through continuing education and executive development programs. (An annotated list of 25 print resources and resource organizations offering information that adult, career, and vocational educators can use in complying with the ADA and in developing program activities is included.) (MN)

Effective Presentations: Communicating in Health Care Settings. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 11 Jan 93
NOTE- 48p.; Revision of ED 343 023. For related documents, see ED 343 022-026 and CE 066 809-815. The project's other partners were the New Mexico Coalition for Literacy and seven hospitals within New Mexico.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations Education; Curriculum Guides; *Hospital Personnel; Inplant Programs; Instructional Materials; Learning Activities; Lesson Plans; Literacy Education; *Public Speaking; *Speech Communication; *Speeches; Teaching Guides
IDENTIFIERS- *Workplace Literacy

This course in giving presentations developed especially for hospital employees is designed to be taught onsite and to complement a hospital's other training and staff development efforts. The topical focus is workplace communication. It is designed as an 8-hour course, with four 2-hour sessions. The curriculum guide consists of a list of course goals and informational materials, activities, and exercises for four sessions: good presentations, planning the presentation, polishing the presentation, and actual presentations. The teacher's guide explains the philosophy of the course. It lists course goals (including participant role, instructor role, and evaluation) and offers sample lesson plans. Each lesson plan has a brief narrative description of class activities and goals and a time plan. Each plan assumes a 2-hour class session and team teaching. The teacher's guide also describes how teachers can adapt the course to make it more work-related and more responsive to different audiences. Suggestions for recordkeeping conclude the guide. (YLB)

ED 372 217 CE 066 813

Communication for Supervisors. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 15 Sep 92
NOTE- 131p.; Revision of ED 343 024. For related documents, see ED 343 022-026 and CE 066 809-815. The project's other partners were the New Mexico Coalition for Literacy and seven hospitals within New Mexico.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations Education; *Communication Skills; Curriculum Guides; *Hospital Personnel; Instructional Materials; Interpersonal Communication; *Interpersonal Competence; Learning Activities; Lesson Plans; Listening Skills; Literacy Education; Reading Skills; Speech Communication; *Supervision;

*Career Guidance; Consumer Education; Correctional Education; Displaced Homemakers; Early Parenthood; Economically Disadvantaged; Educational Finance; Educational Legislation; Educationally Disadvantaged; Federal Aid; Federal Legislation; Females; Home Economics; Integrated Curriculum; Nontraditional Occupations; Postsecondary Education; Professional Development; Secondary Education; *Sex Fairness; *Special Needs Students; Student Organizations; *Technology Education; *Vocational Education; Womens Education; Youth Programs
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Kansas; Tech Prep

The Kansas State Board of Education awarded $10.25 million to local education agencies through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. A work group developed the System of Measures and Standards of Performance (SMSP). Programs for single parents, displaced homemakers, and single pregnant women were funded to provide education/training, employment readiness, and job placement. Seven gender equity facilitator projects and 17 projects to provide young women access to training and support services for technical and nontraditional occupations were funded. Funding provided programs for criminal offenders in corrections institutions and special populations students. To promote state leadership and professional development, funds for curriculum development, inservice training, and vocational student organizations were awarded. Community-based organizations provided transitional programs, outreach programs, and other services for economically and educationally disadvantaged youth. Consumer and homemaking funds were awarded in four categories: food science, pregnant and/or parenting teens, balancing work and family, and statewide leadership. Funding was awarded for integration of applied academics into vocational education and career guidance and counseling and to consortia for development of tech prep programs. (Appendixes include the SMSP, descriptions of exemplary programs, and strategic directions for Kansas Education.) (YLB)

ED 372 236   CE 066 847

Burkey, Stan
People First: A Guide to Self-Reliant Participatory Rural Development.
PUB DATE- 93
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Change Agents; Change Strategies; Community Control; Developing Nations; Economically Disadvantaged; Females; Financial Support; Foreign Countries; Guides; Participation; *Participative Decision Making; *Poverty; *Rural Development; Rural Population
IDENTIFIERS- *Self Reliance

Aimed at development staff who work with the rural poor in developing nations, this book presents a coherent methodology for achieving development based on principles of conscientization, local control, cooperation, and self-reliance. Part I, Analysis (chapters 1-3), discusses theory. Chapter 1 reviews the most commonly held theories of poverty and then illustrates how poverty needs to be analyzed at the local level to respond to root causes rather than symptoms. Chapter 2 begins with a review of the more common theories of development and ends with an illustration of how development needs to be seen from the grassroots. Chapter 3 discusses the

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Awards; Demonstration Programs; Employer Employee Relationship; *Inplant Programs; Job Skills; *Literacy Education; *On the Job Training
IDENTIFIERS- *Ohio; *Workplace Literacy

This report summarizes the 18 programs that have received Governor's Workforce Excellence Awards in Ohio over the past 3 years. The 18 award winning programs (based in companies employing from 75 to 16,000 employees) focus on the basic literacy, thinking, and personal skills that every Ohio worker must possess. They were selected from nearly 100 public and private employers, representing more than 175,000 Ohio workers, that were nominated for the award. Each of the award-winning programs are described in terms of five basic components: (1) developing stakeholder support; (2) assessing workplace skills; (3) designing the learning program; (4) implementing the learning program; and (5) evaluating results. The following programs are profiled: Adalet-PLM; American Electric Cordsets; American Steel & Wire Corporation; Chrysler Corporation, Toledo Assembly Plant; the City Machine & Wheel Company; Diamonite Products; Ethicon Endo-Surgery, Inc.; General Motors, Inland Fisher Guide Division; General Motors, Powertrain Division; Gibson Greetings, Inc.; Green Manufacturing, Inc.; the Horsburgh & Scott Company; Navistar International, Springfield Body Plant; Northeast Ohio Regional Sewer District; the Toledo Hospital; the University of Cincinnati & University of Cincinnati Hospital; Whirlpool Corporation, Clyde Division; and Whirlpool Corporation, Marion Division. (KC)

ED 372 255 CE 066 869

Lynn, Irene; Wills, Joan
School Lessons, Work Lessons. Recruiting and Sustaining Employer Involvement in School-to-Work Programs.
SPONS. AGENCY- Department of Labor, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Education; Cooperative Programs; *Education Work Relationship; *Employer Attitudes; High Schools; Institutional Cooperation; *Program Implementation; *Program Improvement; Recruitment; *School Business Relationship

A study was conducted to explore the motivation for (or against) employer participation in long-standing school-business partnership programs that offer substantive work experience and learning at the worksite. Information was gathered through a literature search, in-person surveys of school personnel and selected employers (n=21), a phone survey of a larger sample of 224 employers, and employer focus groups in 7 sites throughout the United States. A total of 18 secondary schools were included in the survey, along with participating employers. Highlights of the findings are as follows: (1) schools tended to have both worksite-based programs and programs without such a component, with work areas usually determined by faculty skills and the few resources allocated to the partnership programs; (2) the extent to which students learn occupation-specific skills varies greatly among work sites, with such tie-ins most likely in comprehensive vocational-technical schools;

employment in some occupational areas are even lower than in the past. Increasingly, skilled workers were being expected only to understand complex information and data processing systems and machines rather than to run them with the precision and speed required in the past. A trend toward polarization between simple workplaces and highly qualified job areas was discovered in commercial and office work, and qualification requirements in office occupations were rising more sharply than in industrial manufacturing. Staff units, research and development, marketing, and highly qualified service jobs were found to be on the rise. Growing environmental awareness appeared to be affecting all occupations and jobs. (Contains 10 references.) (MN)

ED 372 274 CE 066 902

Oliveira das Neves, A.
Evaluation of Vocational Training in a Regional Context. A Synthesis Report. CEDEFOP Document.
PUB DATE- Mar 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Evaluation Methods; Foreign Countries; Labor Force Development; Models; Postsecondary Education; *Program Evaluation; *Regional Planning; *Regional Programs; School Business Relationship; Secondary Education; *Strategic Planning; *Vocational Education
IDENTIFIERS- *European Community

Six evaluations of vocational training (VT) in a territorial context (TC) that were conducted in Italy, France, Portugal, Germany, Great Britain, and Spain were compared for the purposes of constructing a coherent synthesis of the issues developed in them, establishing strategic vectors for the construction of a reference framework for the evaluation of VT in a TC, and producing recommendations regarding support instruments for the evaluation function and its institutionalization. The comparative analysis focused on the following: the TC as an analytical dimension and the diversity of TCs, the institutional context of VT and the dominant relationships between training and development at the regional level, and strategic aspects of the structuring of evaluation processes for VT in a TC. The following actions were recommended: institutionalize social and economic information systems on a regional basis; institutionalize systematic processes of evaluation as a support instrument for planning VT; integrate instruments and measures of VT policy into operational programs oriented toward promoting regional development; and reinforce the evaluation function in a TC (by promoting development of technical evaluation structures at a regional level, promoting development of a network of evaluation experiences, and creating a European training program for technicians of evaluation). (Contains 15 references.) (MN)

ED 372 275 CE 066 903

Stern, Elliot
Evaluation of the Impact of Vocational Training in a Territorial Context. The Evaluation of Training, Human Resources and Regional Development in Rural Wales. CEDEFOP Document.
PUB DATE- 92
NOTE- 76p.

sense of shared ownership among participants, and to provide ongoing support for staff. (Project documents included in the report include the following: student writings; final evaluation report; letter from School District of Philadelphia, Office of Assessment; request for proposals; outreach materials; and a workshop plan.) (KC)

ED 372 292 CE 066 925

Don, Roslyn; Carty, Joanna
Parents, Children and Learning. A Family Literacy Curriculum To Support Parents of Children in Kindergarten and First Grade. Part One. Background Materials.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 93
NOTE- 50p.; For parts two and three, see CE 066 926-927. For final project report, see CE 066 924.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Demonstration Programs; *Family Involvement; *Family Programs; *Family School Relationship; *Literacy Education; *Primary Education; Reading Instruction; Whole Language Approach
IDENTIFIERS- *Family Literacy; Philadelphia School District PA

This document provides an overview of a family literacy demonstration project conducted to offer family literacy classes in three public schools in Philadelphia. The project was designed to help adults meet their own needs and to enable them to support their children's learning. The whole-language, learner-centered approach was used. Background materials included in this document include the following: description of the instructional model and the correspondence of instruction to the Philadelphia School District's kindergarten and first grade curricula (depicted in an extensive grid) and a bibliography listing 67 recommended children's books; 27 resources for parents and educators; 7 resources for educators, 15 resources related to adult themes; and 5 family literacy resources. (KC)

ED 372 293 CE 066 926

Don, Roslyn; Carty, Joanna
Parents, Children and Learning. A Family Literacy Curriculum To Support Parents of Children in Kindergarten and First Grade. Part Two. Adult Activities.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 93
NOTE- 81p.; For parts one and three, see CE 066 925 and CE 066 927. For final project report, see CE 066 924.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Demonstration Programs; Family Involvement; *Family Programs; Family School Relationship; *Learning Activities; *Literacy Education; Mathematics Instruction; *Primary Education; Reading Instruction; *Teaching Methods; Whole Language Approach

PUB DATE- 93
NOTE- 39p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (26th, San Diego, CA, February 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Etiology; Guilt; Infants; Intimacy; Parent Child Relationship; *Sexuality
IDENTIFIERS- Self Psychology; Self Supervision; *Sexual Adjustment; *Sexual Relationships

This paper describes the essential difference between two modes of sexual relating: (1) a personal, outward style of interaction that is the natural extension of affection, tenderness, and companionship between two people; and (2) an impersonal, inward, more masturbatory expression in which sex is used primarily as a narcotic. The origins of self-gratifying modes of sexuality can be traced to the "self-parenting" process: a core, psychological defense formed early in childhood in which children learn to "parent" themselves, both internally in fantasy and externally by utilizing objects and persons. This adaptation later becomes externalized in an adult's intimate relationships. This manner of sexual relating is characterized by elements of sexual withholding and control, a reliance on fantasy with corresponding emotional distancing, and the intrusion of negative cognitions during sex. The major distinction between self-gratifying modes of sexuality and more spontaneous, free sexual expressions is that the former represents the utilization of another person as an instrument to assuage primitive needs and longings. The only hope for a couple trapped in such a framework is for them to break out of the imprisonment of their defensive posture of self-parenting, and free themselves to move toward individuation and the possibility for genuine love. (Author/RJM)

ED 372 311 CG 025 515

Zimmerman, Judith
Establishing a Short Term Program Component To Build Self-Esteem in a Small Group of Abusive and Potentially Abusive Parents.
PUB DATE- 93
NOTE- 63p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Abuse; Child Neglect; Child Rearing; Children; Parent Attitudes; Parent Child Relationship; *Parent Counseling; *Parent Education; *Parenting Skills; Preschool Education
IDENTIFIERS- Parenting Styles

This practicum was designed to enhance the self-esteem of abusive and potentially abusive parents. A combination of strategies was used to enhance self-esteem and to help parents solve problems in an appropriate manner. The intervention strategy included three objectives: (1) gain the confidence of the participants; (2) use a curriculum that allowed parents to explore and express their feelings about their past and future as these related to their parenting skills; and (3) presentation of situations that stimulated parental problem solving. Materials from an existing curriculum on self-esteem in abusive parents was used on the parents of children (ages birth to five years) in a private, non-profit child care center. Most of the parents were referred by social agencies in

ED 372 330 CG 025 632

Griffin, Thomas; Svendsen, Roger
Promising Prevention Strategies for the 90s. Clearinghouse Fact Sheet.
PUB DATE- 92
NOTE- 4p.; For a related document, see CG 025 631. The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alcohol Abuse; *Community Influence; Community Involvement; Drug Abuse; Early Intervention; Health Education; *Intervention; *Prevention; Substance Abuse; Tobacco

Alcohol, tobacco, and drug use prevention is a goal shared by many. Prevention strategies aim to both reduce specific problems resulting from substance abuse and promote healthy development. Past efforts at prevention have included a variety of approaches: (1) prohibition; (2) scare tactics; (3) presenting factual information; (4) affective education; (5) providing alternatives; (6) interdiction; (7) social influences curricula; and (8) environmental control. Independently, none of these strategies have been demonstrated as completely effective. Current prevention theory stresses community involvement, the use of multiple strategies and ongoing activities, and seeks to integrate prevention strategies into the community. Some promising prevention programs focus on strategies to reduce specific problems related to alcohol, tobacco, and other drug use and include such efforts as providing people with instruction in personal and social skills so as to resist pressures to use alcohol, tobacco, and other drugs. Other efforts encourage the healthy development of individuals and include broad health promotion strategies. Furthermore, community prevention project grants from the Office for Substance Abuse Prevention have provided many communities with an opportunity to encourage collaboration and coalition building so as to assess local needs through multiple and integrated strategies. (RJM)

ED 372 331 CG 025 633

Gomberg, Edith S. Lisansky
Facts on Women and Alcohol. Clearinghouse Fact Sheet.
PUB DATE- 91
NOTE- 4p.; For a related document, see CG 025 638. The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alcohol Abuse; Alcoholic Beverages; *Alcoholism; Behavior; *Drinking; Etiology; *Females; Sex Differences

Studies show that the percentage of women in the United States who drink, has remained stable over the last several decades. However, patterns in female drinking have changed, indicating a

(NB)

ED 372 351   CG 025 753

Werstlein, Pamela O.
Fostering Counselors' Development in Group Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counselors; *Counselor Training; *Group Counseling; *Professional Development; *Supervision; *Supervisory Methods
IDENTIFIERS- ERIC Digests

This digest focuses on issues of group supervision of counselors and counselor trainees. It begins by describing the merits of group supervision, noting that group supervision is unique in that growth is aided by the interactions occurring between group members. Collaborative learning is identified as a pivotal benefit of group supervision, with the supervisees having opportunities to be exposed to a variety of cases, interventions, and approaches to problem-solving in the group. Models of group supervision are briefly summarized. The group supervision format requires that supervisors be prepared to use their knowledge of group process. Based on existing group supervision literature, and small group literature, a set of guidelines are offered to supervisors who wish to address process in group supervision. The digest concludes that the integration of knowledge and experience is greatly enhanced by group supervision. (NB)

ED 372 352   CG 025 754

Benshoff, James M.
Peer Consultation as a Form of Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Consultants; *Consultation Programs; *Counselors; Counselor Training; *Peer Counseling; Peer Relationship; *Supervision; *Supervisory Methods
IDENTIFIERS- ERIC Digests

This digest discusses the use of peer consultation as a form of counselor supervision, proposing that peer supervision and consultation may be potentially effective approaches to increasing the frequency and/or quality of supervision available to a counselor. Peer consultation is defined as an arrangement in which peers work together for mutual benefit and is further seen as a process in which critical and supportive feedback is emphasized while evaluation is deemphasized. A number of benefits to counselors offered by peer consultation experiences are listed. Peer supervision and consultation models are briefly reviewed, including the Structured Peer Consultation Model. Research on peer consultation is also reviewed. The digest concludes that research is providing

IDENTIFIERS- Virginia

A study investigated the effects of art expression on self-concept of low-reading first-grade students. Subjects, five low-readers and five on- or above-grade-level first graders from central Virginia, were pretested for self-concept, instructed in a two-week art-book making intervention, and posttested with the same instrument. Results indicated that the increase in low-readers' self-concept was not significant. Further research with changes in the small sample size, short intervention period, and the testing instrument is recommended. (Contains 19 references. The self-concept instrument and an appendix of data are attached.) (RS)

ED 372 373 CS 011 793

Moneyhun, Clyde
Teaching Critical Reading with "I, Rigoberta Menchu."
PUB DATE- Mar 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indians; *Critical Reading; *Cultural Context; Foreign Countries; Higher Education; Interviews; Journal Writing; Literary Criticism; Political Issues; Reading Materials; *Student Reaction; Writing Assignments; *Writing Instruction
IDENTIFIERS- Guatemala; *I Rigoberta Menchu; Literature in Translation; *Response to Literature; Text Factors

The autobiography "I, Rigoberta Menchu" is a complicated text--the conditions of its production, the complexity of its subject matter, and the wide range of possible responses among North American readers create challenges for composition students and instructors. A week of taped interviews with Rigoberta Menchu, a Guatemalan Indian whose native language is a dialect of Quiche, yielded a 500-page text in Spanish, peppered with native Quiche terms. The text relating the atrocities committed by Guatemalan troops was then edited, reorganized, cut, and broken into chapters, and later translated into English. A composition instructor introduces the complications of the text by using supplementary texts, including a documentary film, to familiarize the students with the situation in Guatemala. Students then complete a series of reading assignments and writing assignments. The instructor often confronts students with their misappropriations of Menchu's text. Some students (and writing critics) go to extremes of either complete identification with her or complete exoticization of her. Students also tend to ignore Menchu's radical Marxist politics. Students are asked to do truly critical reading by questioning their assumptions about the stability of meaning in a given text and in a world they know chiefly through texts. An annotated list of six selected resource materials, journal writing assignments, the midterm exam based on the text, and in-class writing activities are attached. Contains 7 references.) (RS)

ED 372 374 CS 011 794

Turner, Thomas N.
Improving Reading Comprehension Achievement of Sixth, Seventh,

write letters and/or "News of the Day" messages, many children enthusiastically chose the writing opportunities. Of particular interest was the fact that children who were hesitant or reluctant writers were often the most enthusiastic letter writers and news reporters. (Contains 17 references. Six appendixes present student writing samples.) (RS)

ED 372 393   CS 214 417

Gale, Xin Liu
Personal Experience and Academic Discourse: Teaching Writing through Autobiography.
PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *College Freshmen; *Freshman Composition; Higher Education; Personal Narratives; Student Needs
IDENTIFIERS- *Academic Discourse; *Personal Writing; Writing Development

Situated between academic discourse and that kind of personal writing that is only for the writer herself, autobiographical writing could serve as a middle ground in which first-year college writers render and describe personal experiences yet at the same time explain and analyze them. In "Lives on the Boundary," Mike Rose offers some examples of this particular type of autobiographical writing. Recalling his minority experience in college, for instance, Rose reflects on his struggle with academic discourse and generalizes from his learning experiences a view of learning process that is to influence his teaching later in life. By doing so, Rose provides a larger context in which his personal struggle becomes part of the struggle of all those who are outsiders of the academic world. Such writing indicates an author's ability to make sense of his or her own experiences and to understand their significance to him- or herself and to others, an ability that is indispensable in producing good academic writing and an ability that is often underdeveloped in first-year college writers. According to Mikhail Bakhtin (1990), without "an evaluative context" for experiences to be apprehended there will be no experiences. If scholars agree that a "strong," "organized," "differentiated," "collective," and a "vivid" and "complex" inner world are desirable, then autobiographical writing may be a legitimate discourse for first-year writers. (TB)

ED 372 394   CS 214 418

Gottschalk, Katherine K.
The Writing Program in the University: A Case Study of Collaborative Efforts.
PUB DATE- 18 Mar 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Class Activities; Cultural Context; Cultural Pluralism; Elementary Education; *Learning Activities; *North American Culture; *United States History; Units of Study
IDENTIFIERS- Trade Books

Predicated on the idea that children can connect with Americans of the past by reading quality fiction, nonfiction, and folktales, this book presents a diverse selection of children's literature that supports American history and social studies texts in grades K-8. The book is divided into two parts--the first part aimed at primary grade children and the second part aimed at intermediate and middle school children. Chronologically arranged units of study contain complete descriptions of fiction and nonfiction books, most published recently and readily available. Instructional units focus on major events or topics, and each unit contains a list of learning objectives, descriptions of activities geared to the objectives, and an annotated bibliography. Charts, diagrams, and tables illustrate the activities, and a select bibliography at the end of the book cites sources for additional learning activities. (NKA)

ED 372 413 CS 214 449

Young, Beth Rapp
Breeding the "Evil Twin" in the Composition Classroom.
PUB DATE- 18 Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Freshman Composition; *Graduate Students; Higher Education; *Student Attitudes; Student Evaluation of Teacher Performance; Student Needs; *Teacher Student Relationship; *Teaching Assistants; Teaching Conditions
IDENTIFIERS- *Educational Issues; Faculty Attitudes

The conditions under which graduate students teach freshman composition militate against a comfortable and productive relationship between instructors and students. As instructors are constrained by political forces beyond their control, such as lack of position and power, teaching undervalued courses, and the lack of respect from students, their position can be improved only if the academic community is willing to address and change those political forces. Largely because of these conditions, one instructor, now at Rollins College, found that she and her students had become "evil twins," to borrow a term from Jane Tompkins; that is, both the instructor and the students were acting from defensive postures. The classroom quickly became a hostile environment, in which the instructor attempted to prove her worth through lecturing or performing and the students showed their disrespect for the class and the instructor through rude behavior. Advice that colleagues and advisers offered this instructor were of minimal value. The determine the levels of competence are not clearly defined; the competencies are based on generalizations from the teacher's point of view to the audience as a whole; and the competencies are culturally narrow. Communication teachers should not proclaim a student competent or incompetent based on a few weeks of lessons and a limited number of performances in an artificial environment. (Contains 40 references.) (RS)

ED 372 433 CS 508 628

Hugenberg, Lawrence W.; And Others
International Business, Gender, and Training: Preparing for the Global Economy.
PUB DATE- Apr 94
NOTE- 61p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Communication; Cultural Awareness; Cultural Context; Females; *Global Approach; *Intercultural Communication; *Professional Training
IDENTIFIERS- *Communication Behavior; Cultural Sensitivity; Employee Welfare; Global Economy; *Transnational Corporations

This paper deals with how to train employees in transnational companies to be more "global" in their understanding and awareness of different cultures. The paper defines as "target culture" where the employee or his family will be working and considers as a confounding variable in the international marketplace the role to be played by women. Gender, as an issue in international affairs, is included in a separate section of the paper. The final section of the paper provides a skeleton outline for a training program to help employees and their families prepare for moving to and participating in different cultures. Three cultures are used (Japan, Mexico, and the Middle Eastern or Arab) as examples of the kinds of information needed to begin appreciating and understanding another's culture. In this section a lecture is presented and a research assignment which obliges employees to locate information about the target culture is also included. A series of lectures and exercises which test cultural knowledge, communication behavior, and the possible results of parochialism, stereotyping, and ethnocentrism are provided, as are a questionnaire, pre- and posttests, and an evaluation form. Finally, the paper suggests that, for the good of their companies, international corporations should establish resource centers to continue to help their employees in different cultures. Contains 62 references. (NKA)

ED 372 434 CS 508 629

Robinson, Karla Salmon
Predicting the Success of Off-Network Television Programs in the Syndication Marketplace: The Case of Broadcast Syndication.
PUB DATE- 19 Mar 94
NOTE- 60p.; Paper presented at the Annual Meeting of the Broadcast Education Association (39th, Las Vegas, NV, March 18-19, 1994).
LANGUAGE- English

Chew, Fiona; Kim, Soohong
Using Concept Mapping To Go Beyond the Source Credibility Model in Assessing Celebrity-Message Congruence.
PUB DATE- Aug 94
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Credibility; Higher Education; *Mass Media Effects; Media Research; Student Reaction; Undergraduate Students
IDENTIFIERS- Celebrities; *Concept Mapping; Madonna; Message Perception

An experimental study compared celebrity evaluations of a treatment group exposed to a celebrity endorsed prosocial message and a control group shown a picture of the celebrity. Subjects, 88 young adults (younger than 25 years) enrolled in an introductory communications class at a mid-size university in the northeastern United States, were randomly assigned to one of the groups. Both quantitative and qualitative data were collected in response to the celebrity endorser, Madonna, appearing in an AIDS-awareness video. Concept mapping, a multidimensional scaling procedure, was used to examine relationships between celebrity attributes and celebrity-message congruence. Results indicated no differences in celebrity evaluations between the two groups when traditional source-credibility scaled measures were used. However, qualitative data comparisons and concept analyses revealed variations in perceptions. Findings suggest that the concept mapping procedure demonstrates promise in assessing associations among receivers' perceptions. (Four tables and three figures of data are included. The text of the video message and the content analysis categories are attached. Contains 38 references.) (Author/RS)

ED 372 453 CS 508 655

Walker, Albert, Ed.
Public Relations Review: A Journal of Research and Comment. PR Bibliography.
PUB DATE- 94
NOTE- 153p.; For the 1993 edition, see ED 361 769.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Business Communication; Business Responsibility; *Ethics; Higher Education; Marketing; *Media Research; *Public Relations; Writing Skills
IDENTIFIERS- Crisis Management; Professional Concerns; *Public Relations Review; Research Synthesis

Based on searches of databases and over 140 periodicals, this annotated bibliography presents a representative collection of books and journal articles related to the knowledge and practice of public relations published in 1993. The annotated bibliography is subdivided into 35 different categories, including business credibility and ethics; writing techniques; business responsibility; communication; crisis management; government relations; management; marketing; public relations profession; and research. The bibliography includes only

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Cooperative Planning; *Cooperative Programs; *Disabilities; Elementary Secondary Education; Financial Support; Parent Participation; Program Development; *Program Effectiveness; *Social Services
IDENTIFIERS- *School Linked Services

After approximately 20 years of developing collaborative delivery systems for children with disabilities, educational researchers have developed an extensive knowledge base. In an effort to identify potential strategies for developing and institutionalizing school-linked coordinated service delivery systems for at-risk youth, this paper examines collaboration under the Individuals with Disabilities Act (IDEA). Research findings in the following areas are presented: funding, parent involvement, and accountability. School-linked social welfare services have successfully used funding strategies that attracted new revenue and redirected existing categorical funds toward coordinated service delivery. Strategies that have increased parent involvement are based on direct, informal, and personal forms of communication, such as the development of volunteer programs, home visits, and parent group meetings. Finally, holistic accountability structures have been used effectively to develop individual outcome goals and to process accountability. Contains 50 references. (LMI)

ED 372 472 EA 025 945

Medler, Alex
Examples and Summaries of State Initiatives To Develop Goals, Standards and Outcomes.
PUB DATE- May 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Outcomes of Education; *Performance; School Restructuring; Standards; State Action; *State Standards; *Student Educational Objectives

In the United States, education reform has many forms, but one of the most widespread versions is the adoption of performance-based or standards-based education. The basic premise of such reforms is a shift in focus from inputs to outcomes. This publication provides examples and summaries of state initiatives to develop goals, standards, and outcomes. State initiatives are grouped by the type of reform. Under each state is an overview of the effort and, when appropriate, an outline of organizational structure. States that have outlined their state-level objectives in documents called "common cores of learning" include Connecticut, Maine, Vermont, and Virginia. Other states describe expectations of students through the use of graduation requirements or "certificates of mastery." These include Minnesota and Oregon. Alabama, Arkansas, and Florida are states that have emphasized the six National Education Goals in their reform efforts. Finally, some states adopt major changes in their education code or enact legislation toward a standards-based system. These include Colorado, Kentucky, Massachusetts, Missouri, New Mexico, Pennsylvania, and Washington. (LMI)

ED 372 473 EA 025 946

promote successful instruction. The book is divided into four parts. Part 1 includes two chapters that introduce the concept of environmental analysis. Part 2 contains four chapters that discuss environmental factors that influence the learning environment--facilities, materials, equipment, and learner/instructor factors. The third part examines the support environment factors, particularly institutional and organizational factors. Environmental data gathering and design is introduced in part 4. Two chapters explain how to gather environmental information and how to utilize these data for the instructional design. Data-gathering suggestions are offered for the first nine chapters. Nine figures are included. The appendix contains a sample environmental analysis survey. (LMI)

ED 372 493 EA 025 973

Llewellyn, Grace
The Teenage Liberation Handbook: How To Quit School and Get a Real Life and Education.
PUB DATE- 91
NOTE- 401p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Innovation; *Experiential Learning; *Home Schooling; *Nontraditional Education; *Out of School Youth; Secondary Education; *Withdrawal (Education)

This book presents suggestions for teenagers who are considering quitting schools. It argues that, for the most part, America's formal educational system hinders the acquisition of real-life learning and individual freedoms. Written specifically for adolescents, it offers guidelines for youth who decide to leave school and undertake home schooling. Following the introduction, part 1, "Making the Decision," contains eight chapters that offer reasons for quitting school. The second part, "The First Steps," includes eight chapters that offer suggestions for getting ready to quit school. Part 3 offers 15 chapters that illustrate ways to design a personalized education. The fourth part includes seven chapters that describe specific organizations and resources for doing different kinds of work. The fifth part contains four chapters that describe the lives of some unschooled students. Appendices contain an annotated bibliography, a list of homeschooling organizations, a list of resources, and indexes. (LMI)

ED 372 494 EA 025 975

McGilp, Jacqueline; Michael, Maureen
The Home-School Connection: Guidelines for Working with Parents.
PUB DATE- 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Experiential Learning; Foreign Countries; Parent Influence; *Parent Participation; *Parent Role; *Parents as Teachers; *Parent School Relationship; *Partnerships in Education; School Community Relationship

Special Education Finance Topical and Annotated Bibliographies: A User's Guide.
PUB DATE- 12 Oct 93
NOTE- 74p.; Title enhanced to reflect content.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Ancillary School Services; Annotated Bibliographies; *Cost Effectiveness; Delivery Systems; *Disabilities; Educational Economics; *Educational Finance; Educational Legislation; Elementary Secondary Education; Equal Education; Financial Support; Income; Pupil Personnel Services; Regular and Special Education Relationship; *Special Education; Student Placement

This bibliography listing references in the area of special education finance was developed by means of computerized bibliographic searches, nominations from leading special educators, and citation searches. References are first grouped into topical mini-bibliographies on the following subjects: cost analysis methodologies; special education cost studies; funding formulas and incentives/disincentives in special education; funding sources/revenues for special education; equity issues in special education; educational and reform policy in special education; eligibility and labeling of youth with disabilities; delivery systems and placement; assessment, outcomes, and accountability in special education; special education instructional, related, and social services; special education due process and legislation; special education collaboration with other federal categorical programs; relationship between special and regular education; and regular education finance. Following the topical bibliography is an annotated bibliography which provides descriptions of some of the listings arranged alphabetically by author. (DB)

ED 372 516   EC 302 821

Duenas, Ixtlac E.; And Others
Special Education Finance Narrative Review of the Literature.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 93
NOTE- 66p.; Title enhanced to reflect content.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ancillary School Services; Costs; Delivery Systems; *Disabilities; Educational Economics; *Educational Finance; Educational Legislation; *Educational Trends; Elementary Secondary Education; Financial Support; Mathematical Formulas; Pupil Personnel Services; Regular and Special Education Relationship; Resource Allocation; *Special Education; Trend Analysis
IDENTIFIERS- *Funding Formulas

This literature review on special education finance is based on computerized bibliographic searches, nominations from leading special educators, and citation searches. It is organized into four sections covering the following topics: (1) costs, (2) funding sources, (3) funding formulas for special education programs and services, and (4) fiscal implications of major trends in special education. Included under the topic of costs are the purpose for cost analysis, methodologies and models used, and cost estimate studies. The second topic, funding sources, includes descriptions of federal, state, and local allocations for special education programs and services. The manner in which to provide appropriate services. To ensure the effectiveness of interagency collaboration, it is essential to understand each agency's philosophy, how services are provided, and the regulations under which each agency operates. Joint ownership and responsibility can be accomplished by requiring that all participants contribute an appropriate share of the resources needed while considering the constraints, requirements, and discretionary authority of each participating agency. Once agencies have determined a need to collaborate, team members must designate a plan with reasonable expectations for success. During the implementation phase, communication among agencies must persist. The education administrator's role is to act as the catalyst and supporter for interagency collaboration. The education system should be the catalyst as it provides a direct link to the child and the child's family and is mandated to have zero rejects. (Contains 10 references.) (JDD)

ED 372 534 EC 303 166

Karp, Naomi
Collaborating with Families.
PUB DATE- Mar 93
NOTE- 38p.; Chapter 4 in: Billingsley, Bonnie S.; And Others. Program Leadership for Serving Students with Disabilities; see EC 303 164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Cultural Differences; *Disabilities; Educational Practices; Elementary Secondary Education; *Family Involvement; Individual Differences; Interpersonal Communication; *Parent Participation; Parent Responsibility; Parent Rights; *Parent School Relationship; Parent Teacher Conferences; Program Design; Program Implementation; Social Values; *Values

This chapter on collaborating with families is taken from a guide to designing, implementing, and evaluating instruction and services for students with disabilities. The chapter provides information abut values-based, family-centered programs that will involve all families and improve education programs and student outcomes. The tone is meant to be supportive of both school and home. The chapter discusses what collaboration with families involves, what the families' rights and responsibilities are in the educational process, and why new ideas and models are needed for collaborating with increasingly diverse families. It presents strategies, ideas, and guidelines for developing value-based, family-centered education and encourages respect for others' values, rights, and beliefs. It analyzes reasons why family members are not involved in the schools, offers strategies for improving meeting and conference outcomes, and describes the role of parent resource centers. Checklists address components of collaboration for professionals and families, improving school-family interactions, bridges and barriers to school-home communication, and strategies for involving families. (Contains 34 references.) (JDD)

ED 372 535 EC 303 167

McLaughlin, Virginia Laycock

(ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Emotional Development; *Emotional Problems; *Gifted; Humanistic Education; Individual Development; Intervention; Mental Health; Personality Traits; Prevention; Self Concept; *Social Development; Student Adjustment

This brief information sheet summarizes the types of social-emotional problems common among gifted children and suggests preventive actions schools can take. A table lists problems associated with characteristic strengths of gifted children. Specific problems briefly addressed include: uneven development, peer relations, excessive self-criticism, perfectionism, avoidance of risk-taking, multipotentiality, the presence of disabilities, difficulties adjusting to the school culture and norms, relating to expectations of others, depression, and problems in peer and family relations. Educators are urged to: (1) reach out to parents, (2) focus on parents of young children, (3) educate and involve health care and other professionals, use educational flexibility, and establish parent discussion groups. (Contains 13 references.) (DB)

ED 372 555 EC 303 187

Battles, Betty; And Others
Inclusion: Exceeding Expectations through Collaboration in a Rural Vermont School. Our Experience Transitioning a Student with Multiple Disabilities from a Special Day School Directly into a Regular 3rd Grade Classroom: Strategies that Have Worked for Us.
PUB DATE- 9 Apr 94
NOTE- 33p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Grade 3; Guidelines; *Mainstreaming; Mothers; *Multiple Disabilities; Parent Attitudes; Peer Relationship; Program Development; *Regular and Special Education Relationship; Rural Education; Social Integration; Teamwork; *Transitional Programs
IDENTIFIERS- *Poultney School District VT; *Teacher Collaboration; Vermont

This packet of materials describes the experience of personnel at Poultney (Vermont) Elementary School in transitioning a student with multiple disabilities from a special day school into a regular third grade classroom. The materials outline pros and cons of the inclusion concept, requirements for inclusion to be successful, the collaborative teaming process, the mother's perspective, and a classmate's point of view. Guidelines are offered for completing an action plan for transition. Steps include: (1) identify planning team; (2) create a home-school partnership; (3) create and share forms that outline student

DESCRIPTORS- *Educational Environment; Educational History; Educational Trends; Elementary Education; *Mainstreaming; *Moderate Mental Retardation; Opinions; Program Implementation; Regular and Special Education Relationship; School Role; *Social Integration; Special Education; *Special Schools; Surveys; *Teacher Attitudes; Trend Analysis

IDENTIFIERS- *Reverse Mainstreaming

This report describes the implementation of a reverse integration and inclusion program at a school which had previously been exclusively for students with cognitive disabilities (trainable mental retardation). An extensive review of the literature provides a history of special education, mainstreaming, reverse integration, and the inclusive schools movement. The study included a survey of 30 teachers and 10 aides from the special school concerning the proposed reverse integration/inclusion effort. Results indicated that most faculty and staff had a negative opinion of the school climate following program implementation, would prefer to work with only special education students, and felt that the regular school population is noisy, rude, and disruptive and provides poor role models. Respondents felt that inclusion/integration was initiated to keep the school open without regard to teacher/staff opinion, student needs, or space considerations. However, 85 percent of respondents did feel that inclusion/integration could be successful. The Phelps School Climate Survey Questionnaire and this study's specific responses are attached. (Contains 16 references.) (DB)

ED 372 575   EC 303 208

DEC Position on Inclusion.

PUB DATE- 5 Apr 93

NOTE- 2p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accessibility (for Disabled); *Disabilities; *Early Childhood Education; Educational Finance; Family Role; Inservice Teacher Education; *Mainstreaming; *National Organizations; Normalization (Disabilities); Opinions; Preservice Teacher Education; *Regular and Special Education Relationship; Social Integration; Staff Development

IDENTIFIERS- *Council for Exceptional Children; *Inclusive Schools

This brief (half page) official position statement of the Division for Early Childhood (DEC) of the Council for Exceptional Children addresses the issue of inclusion. The right to inclusion is seen to be the right of all children to participate actively in natural settings within their communities. DEC supports full access to health, social service, education, and other supports and services which promote full participation. It also supports the role of the family in determining services. DEC supports: (1) the continued development, evaluation, and dissemination of full inclusion supports, services, and systems; (2) development of preservice and inservice training programs for families, administrators, and service providers; (3) collaboration among key stakeholders to implement flexible fiscal and administrative procedures supporting inclusion; (4) research on state of the art services; and (5) restructuring and unification of social, education, health, and intervention supports and services. (DB)

ED 372 576   EC 303 209

Learners" (M. Elizabeth Nielsen and others); (10) "The Menasha Joint School District Gifted Program: Matching Identification and Curriculum" (Scott L. Hunsaker); and (11) "Coordinating Instruments with Identification in Bayonne, New Jersey" (Paula M. Pizzat). A final chart summarizes the programs. Individual papers contain references. (DB)

ED 372 593 EC 303 420

Hawkins-Shepard, Charlotte
Mental Retardation. ERIC Digest E528.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 3p.; This digest supersedes ERIC Digest E423 (ED 287 258).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Clinical Diagnosis; *Definitions; *Educational Needs; Elementary Secondary Education; Federal Legislation; *Mental Retardation; *Student Characteristics; Student Evaluation
IDENTIFIERS- *American Association on Mental Retardation; ERIC Digests; Individuals with Disabilities Education Act

This revised digest presents basic information on mental retardation for educators and others. First, definitions from the Individuals with Disabilities Education Act (IDEA) and the American Association on Mental Retardation (AAMR) are presented. The fact sheet then analyzes how the new AAMR definition differs from earlier ones noting the new definition's emphasis on a pattern of limitations and on a multidimensional approach to assessment. The AAMR use of the term "supports," is also explained noting the eight types of function that support can serve and four levels of support intensity. Also cited are figures showing the number of children, aged 6-21, who were classified as having mental retardation and received services under IDEA. Additional paragraphs list typical characteristics of children with mental retardation and consider educational implications (such as use of more hands-on instructional materials with these children and short but frequent learning sessions). The fact sheet also lists 10 suggested additional readings, 9 organizational resources, and 3 periodicals. (DB)

ED 372 594 FL 021 114

Cazden, Courtney B., Ed.; Snow, Catherine E., Ed.
English Plus: Issues in Bilingual Education.
PUB DATE- Mar 90
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; *Bilingual Education; Elementary Secondary Education; *English; English (Second Language); Federal Legislation; *Language Planning; Language Research; *Language Role; Multilingualism; Navajo; *Official Languages; Policy Formation; Program Descriptions; Public Opinion; *Public Policy; Research Utilization; Spanish; State Government; State Legislation; Statewide Planning; Uncommonly Taught Languages
IDENTIFIERS- *California

The special issue of the journal is devoted to a variety of historical, educational, and policy issues arising in the

ED 372 616 FL 022 305

Leclerc, Jacques, Ed.
Recueil des legislations linguistiques dans le monde. Tome III: La France, le Luxembourg, et la Suisse (Record of World Language-Related Legislation. Volume III: France, Luxembourg, and Switzerland).
PUB DATE- 94
NOTE- 223p.; For the six-volume set, see FL 022 303-308.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Educational Administration; *Educational Policy; Federal Government; *Foreign Countries; *French; Language Maintenance; *Language Role; Languages; Laws; *Official Languages; *Public Administration; Public Policy; Regional Dialects; Second Languages; State Government
IDENTIFIERS- *France; Luxembourg; Polynesia; Switzerland

The volume is one of a series of six listing language-related legislation around the world. It contains the texts, in French, of laws of France, the French departments and overseas territories (Guadeloupe, New Caledonia, Corsica, and Martinique), the Grand Duchy of Luxembourg, the Swiss federal government, and the Swiss cantons. The laws concern official languages, language maintenance, and language use in education, educational administration, public administration, the justice system, and the armed forces. A subject index is included. (MSE)

ED 372 617 FL 022 306

Leclerc, Jacques, Ed.
Recueil des legislations linguistiques dans le monde. Tome IV: La principaute d'Andorre, l'Espagne et l'Italie (Record of World Language-Related Legislation. Volume IV: The Principality of Andorra, Spain, and Italy).
PUB DATE- 94
NOTE- 198p.; For the six-volume set, see FL 022 303-308.
LANGUAGE- French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Armed Forces; Courts; Educational Administration; *Educational Policy; Federal Government; Foreign Countries; Italian; Language Maintenance; *Language Role; Languages; Laws; *Official Languages; *Public Administration; Public Policy; Regional Dialects; Second Languages; Spanish; State Government
IDENTIFIERS- Andorra; Italy; Spain

The volume is one of a series of six listing language-related legislation around the world. It contains the texts, in French, of laws of Andorra, Spain's central government, Spanish regions (Balearic Islands, Basque Provinces, Catalonia, and Valencia). Italy, and Italy's regions. The laws concern official languages, regional languages, language maintenance, and language use in education, educational administration, public administration, the justice system, the armed forces, and packaging. A subject index is included. (MSE)

ED 372 618 FL 022 307

Leclerc, Jacques, Ed.; Maurais, Jacques, Ed.
Recueil des legislations linguistiques dans le monde. Tome V: l'Algerie, l'Autriche, la Chine, le Danemark, la Finlande, la Hongrie, l'ile de Malte, le Maroc, la Norvege, la Nouvelle-Zelande, les Pays-Bas, le Royaume-Uni, la Tunisie, la Turquie, l'ex-URSS (Record of World Language-Related Legislation. Volume

ED 372 637 FL 022 334

Cenoz, Jasone; Lindsay, Diana
Teaching English in Primary School: A Project To Introduce a Third Language to Eight Year Olds.
PUB DATE- Mar 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basque; Elementary Education; *English (Second Language); FLES; Foreign Countries; *Interference (Language); *Language Role; *Multilingualism; Program Descriptions; Second Language Instruction; Second Language Programs; Spanish; Uncommonly Taught Languages
IDENTIFIERS- *Spain (Basque Provinces); University of the Basque Country (Spain)

A project introducing English as a third language in 30 elementary schools in the Basque Country (Spain) is described. The program, emerging from a national curriculum reform effort, begins English instruction when students are eight years old, three years earlier than previously. Students are already bilingual in Spanish and Basque, both official languages, and some feel that because the two languages are not related, students experience some confusion in learning both. Addition of a third, also unrelated language is seen as a special challenge in this area. At the program's inception in 1992, the University of the Basque Country was designated as the coordinating institution. Teachers were trained in English language instruction in the United Kingdom and had regular meetings for discussing instructional issues and exchanging ideas. An activity-based and thematic syllabus evolved from this process. Program coordinators observed classrooms several times a year. A formative evaluation used observation, an attitude survey of teachers, parents, and administrators, a teacher survey, and English language testing. Results suggest the program fostered a favorable attitude toward English language teaching, highlight the important role of the teacher, and provided a significant opportunity for teacher development. Areas for improvement were also identified. A bibliography is included. (MSE)

ED 372 638 FL 022 338

Hsu, Yuehkuei
Learning a Second Language: A Case Study of a Taiwanese Child.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Case Studies; Chinese; *English (Second Language); Expectation; Kindergarten; *Learning Processes; *Learning Strategies; *Parent Influence; Primary Education; Second Language Learning; *Teacher Expectations of Students; Young Children
IDENTIFIERS- *Taiwanese People

The case study of a 5-year-old Taiwanese child, newly arrived in the United States with no English skills, focuses on the effect that parent and teacher expectations have on the child's

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Basic Skills; *Competency Based Education; Developed Nations; *Educational Certificates; Evaluation Criteria; Foreign Countries; *General Education; Guidelines; Standards; *Student Certification
IDENTIFIERS- *Australia (Victoria); *Certificates of General Educ Adults (Australia)

This guide is designed to explain the concepts and details of the Certificates of General Education for Adults, which have been accredited by the Vocational Education and Training Accreditation Board in Victoria, Australia. Following an introduction, section 2, The Accreditation Document--Introductory, details the history of the project and the development of the framework, the structure of the framework and the certificates, and nine accreditation principles that must be satisfied for a course to gain accreditation and that provide guidance for the use of the competency statements. Section 3, The Accreditation Document--The Competencies, is a guide to reading and understanding competency-based curriculum. It describes the four streams of the framework: reading and writing, oral communication, numerical and mathematical concepts, and general curriculum concepts. The outcomes of the learning process are described in terms of competencies that are then subdivided into smaller parts or elements. Each of these elements is supported by performance criteria and range and conditions statements, which combine to describe how and under what conditions a competency will be demonstrated. Section 4, Background Works, is the background theory and practice informing the competencies. It covers three topics: reading and writing, oral communication, and numerical and mathematical concepts. Section 5, Administrative Guidelines, provides details for issuing the certificates. (YLB)

ED 372 181 CE 064 969

Stevens, Nick; And Others
The Spray-Rite Kit. A Guide to Using Chemicals on the Farm.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Farmer Education; Adult Literacy; Basic Skills; Developed Nations; Foreign Countries; *Herbicides; *Literacy Education; Measurement; *Metric System; *Numeracy; Rural Areas; *Rural Education; Vocabulary Development
IDENTIFIERS- Australia

This resource is designed to assist rural adult literacy students. It deals with chemicals on the farm and aims to help students understand the technical language, concepts, and operations associated with spraying safely and effectively. The kit proceeds step-by-step from purchase to disposal. Material is divided into two sections. Section 1 covers understanding chemical labels and meanings of many technical and special words that deal with chemicals. Section 2 looks at measuring

ED 372 199 CE 066 789

Kerka, Sandra
New Technologies and Emerging Careers. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Career Change; *Career Education; Economic Change; Educational Change; Educational Needs; *Emerging Occupations; Employment Patterns; Employment Practices; *Futures (of Society); Organizational Change; Postsecondary Education; *Role of Education; Secondary Education; *Technological Advancement; Vocational Education

Technological innovations are giving rise to structural changes in the economy that are in turn creating profound changes in the nature of work and work organizations. Predicted changes are: traditional hierarchical organizations in the workplace will give way to network or weblike forms of organization; customary vertical divisions of labor will be replaced by horizontal divisions characterized by collaboration among autonomous teams; customized manufacturing will replace mass production; new service industries and occupations will evolve; the numbers of specialists and integrators will increase; and a "freelance economy" will emerge. The following are some implications of these changes for education and training: more occupations will deal with abstract information and procedural or mathematical reasoning; preparation for work will include formal education plus contextual or craft knowledge; formal education may impart just a disciplined way of thinking and the habits/skills of lifelong learning; the increased value of experiential learning will require new forms of tech prep and apprenticeship for youth and adults alike; and individuals will need to develop new attitudes about the cyclical nature of careers, career paths, and continuous learning. (An annotated list of 17 related publications is included.) (MN)

ED 372 200 CE 066 792

Hospitality and Industry Program: Culinary Arts Transition.
PUB DATE- 94
NOTE- 741p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Exploration; Child Care Occupations; Classroom Techniques; Clothing Instruction; *Competency Based Education; Computer Literacy; Cooks; Employment Opportunities; Employment Qualifications; Family Life; *Food Service; Foods Instruction; Home Furnishings; Home Management; *Hospitality Occupations; Housing; Human Services; Hygiene; Individual Development; *Interdisciplinary Approach; Junior High Schools; Leadership; Learning Activities; Learning Modules; Lesson Plans; Middle Schools; Nutrition; *Occupational Home Economics; Partnerships in Education; State Curriculum Guides; Student Organizations; Textiles Instruction
IDENTIFIERS- *Florida; Future Homemakers of America; Home

*Supervisory Methods; Supervisory Training; Teaching Guides; Writing Skills
IDENTIFIERS- *Workplace Literacy

This course in supervisory and communication skills developed especially for hospital employees is designed to be taught onsite and to complement a hospital's other training and staff development efforts. The topical focus is workplace communication. It is designed as a 16-hour course, with two 8-hour sessions. The curriculum guide consists of a list of course goals, list of homework assignment, and informational materials, activities, and exercises for these topics: good communication--different styles; the basics of supervision; the basics of communication; writing; reading; listening; speaking; and practical applications: using the basics. The following readings are attached: Communication in a Healthcare Setting, Listening Isn't Easy, Writing on the Job, A Model of the Writing Process, Writing Memos and Short Reports, Sample Performance Evaluation, and Communication Log. The teacher's guide explains the philosophy of the course. It lists course goals (including participant role, instructor role, and evaluation) and offers sample lesson plans. Each lesson plan has a brief narrative description of class activities and goals and a time plan. The teacher's guide also describes how teachers can adapt the course to make it more work-related and more responsive to different audiences. Suggestions for recordkeeping conclude the guide. (YLB)

ED 372 218 CE 066 814

Straight Talk: Communicating in Health Care Settings. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 9 Sep 92
NOTE- 83p.; Revision of ED 343 025. For related documents, see ED 343 022-026 and CE 066 809-815. The project's other partners were the New Mexico Coalition for Literacy and 7 hospitals within New Mexico. for Literacy and seven hospitals within New Mexico.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations Education; *Communication Skills; Curriculum Guides; *Discussion; *Hospital Personnel; Instructional Materials; Interpersonal Communication; *Interpersonal Competence; Learning Activities; Lesson Plans; Listening Skills; Literacy Education; Speech Communication; Teaching Guides
IDENTIFIERS- *Workplace Literacy

This basic course in oral communication developed especially for hospital employees is designed to be taught onsite and to complement a hospital's other training and staff development efforts. The topical focus is workplace communication. The course is designed as a 16-hour course, with eight 2-hour sessions. The curriculum guide consists of a list of course goals, list of homework assignment, and informational materials, activities, and exercises for these eight sessions: good communication; how to communicate well; listening: empathy and paraphrase; listening: clarifying and moving on; how to rationale for self-reliant participatory development. Part II, Action (chapters 4-9), looks at practice: the methodology of the self-reliant participatory approach to development. Topics of chapters 4-9 include agents of change, training and support of change agents, getting started, working with people, external relationships, and alternative sources of investment--savings, credit, and inputs. Part III, Reflection (chapters 10-11), is a summing up of the general objectives and the basic principles of self-reliant participatory development in chapter 10, while chapter 11 is a final cautionary chapter that attempts to analyze the obstacles, risks, and traps which practitioners may expect to encounter as well as the limitations of grassroots development in a hostile external environment. (Appendixes include questions for discussion divided by chapter, 78 references, and an index.) (YLB)

ED 372 237 CE 066 848

The Year in Review. Volume 2: 1992-1993. Reports of Research Conducted by Adult Education Practitioner-Researchers from Virginia.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education.
PUB DATE- 93
NOTE- 98p.; For volume 1, see ED 356 406.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Action Research; Adult Education; Adult Students; *Calculators; *Cooperation; Dropout Research; Educational Research; *Education Work Relationship; Failure; Fear of Success; Goal Orientation; Lifelong Learning; Literature Reviews; Mathematics Instruction; School Holding Power; Student Attrition; *Test Anxiety; Time Management
IDENTIFIERS- *Teacher Researchers; Virginia

This volume contains five reports of practitioner research projects within adult education programs in Virginia. "Learning in Everyday Life" (Susan Erno, Diane Foucar-Szocki) explores use of a monthly calendar as a time management and goal-setting tool for adult learners in a workplace setting. "Factors Related to Student Retention in Adult Education" (Antigone Barton et al.) is an examination of this issue in Virginia and in Cheshire, England, It concludes that two reasons for students choosing to stay are student responsibility for learning and the phenomenon of bonding in the classroom. "Why Do Well-Prepared Learners Delay Taking the GED?" (Barbara Guthrie) reports on research that found that the most dominant reason for delaying taking the General Educational Development (GED) Test was fear of both failure and success. "It's Almost Like Having Two Brains" (Laura Doyle, Susan Erno) examines the collaborative action research experience of adult education teachers and finds that the teacher-researchers appear to be very reflective, become experimenters or risk-takers, and share and learn from each other. "Calculator Use in Mathematics Instruction and Standardized Testing" (Martha Gilchrist) is a review of the literature from 1976-93. It examines three topics: the calculator in mathematics instruction, the calculator in standardized mathematics assessment, and a sample of research on the calculator in mathematics education. (YLB)

ED 372 238 CE 066 849

Krugmann-Randolf, Inga
Women Are "The Key to Progress." The Situation of Women in

(3) the schools are usually able to place all willing students in these programs despite their lack of organized and focused employer recruiting; (4) employers are generally pleased with the student workers and consider them productive employees; and (5) employers are motivated to participate in the programs as much by the desire to acquire entry-level workers as by the desire for community service. Recommendations were made to improve the knowledge component of the worksite programs and to increase employer recruitment. (The survey instruments are included in the report. Contains 30 references.) (KC)

ED 372 256 CE 066 870

Educating the Small Business Work Force. Hearing before the Subcommittee on Development of Rural Enterprises, Exports, and the Environment of the Committee on Small Business. House of Representatives, One Hundred Third Congress, First Session (September 21, 1993).
PUB DATE- 94
NOTE- 152p.; Serial No. 103-48. Document contains some small type.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Needs; Educational Trends; *Education Work Relationship; Employment Potential; Employment Projections; *Futures (of Society); High School Graduates; High Schools; Job Skills; Job Training; *Labor Force Development; *Labor Needs; *Noncollege Bound Students; Postsecondary Education; *Small Businesses; Vocational Education
IDENTIFIERS- Congress 103rd

This document records the oral testimony and written reports of witnesses who testified at a Congressional hearing on education for entry-level workers who are needed by small businesses. Those who offered oral or written testimony included representatives of the following: National Alliance of Business, the American Society for Training and Development, the Educational Testing Service, the Council on Competitiveness, and the Executive Secretarial School. The testimony centered on the theme that noncollege-bound students, who represent about 75 percent of students, do not have the basic skills needed to fill the jobs available and to advance in those jobs. Witnesses suggested that many kinds of reform have been tried with little success. They pointed to Goals 2000, however, as the type of movement that is needed and that might provide the goals necessary for collective work toward a more competitive work force. Some witnesses believe that educational reform cannot be just "tinkering around the edges," but must be a complete overhaul of the school system. Others suggested a "youth apprenticeship" program for the last 2 years of high school, with employers playing a greater role in training students for the jobs available. According to one witness, schools and employers need to agree on validated skills necessary for high school graduates so noncollege-bound students have some incentive to study. In addition, education should stress more applications, according to several witnesses. Some witnesses also stated that small businesses cannot afford training for their employees and that the federal government should provide tax incentives for training personnel, just as they do for technology and equipment purchases. (KC)

ED 372 257 CE 066 871

Federal Prison Industries, Inc.--Unicor. Hearing before the

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Community Programs; Coordination; *Economic Development; Educational Cooperation; Educational Demand; Educational Opportunities; Educational Practices; Evaluation Methods; Foreign Countries; *Labor Force Development; Mentors; Postsecondary Education; Program Effectiveness; *Program Evaluation; Regional Cooperation; *Regional Planning; Regional Programs; *Rural Areas; Rural Education; School Business Relationship; Secondary Education; Tourism; *Vocational Education
IDENTIFIERS- *Wales

A series of seven case studies examined vocational training, human resources development, and regional development in rural Mid-Wales. The case studies focused on the following: a business mentor program that uses the Welsh language and culture as a development resource, adult training in the county of Powys, integrated development at the community level, sectoral initiatives regarding tourism, efforts to confront the crisis posed by closure of the Trawsfynydd Nuclear Power Plant, public agency support of industrial investment in regional economic development initiatives, and regional enterprise support mechanisms. Each case study included an examination of socioeconomic context, agencies involved, existing training framework, regional development issues, and possible evaluation methods. No agreement regarding what constitutes a region in Mid-Wales or what constitutes regional development could be found. All of the development initiatives studies were found to involve two or more development agents pursuing slightly different development agendas, albeit with overlapping interests. Because of the diverse ways the participants in the various initiatives defined regional development, the contribution of training to development was not always clear. The importance of conducting assessment, implementation, and development evaluations despite their complexity and the many problems they entail was emphasized. (MN)

ED 372 276 CE 066 904

Ferrao, Joao; And Others
Evaluation of Vocational Training in a Territorial Context. Vocational Training and Development in the Region of Alcobaca and Caldas da Rainha. CEDEFOP Document.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; Coordination; Economic Development; *Educational Cooperation; Educational Demand; Educational Opportunities; Educational Practices; Evaluation Methods; Foreign Countries; *Labor Force Development; Postsecondary Education; Program Effectiveness; *Program Evaluation; Regional Cooperation; *Regional Planning; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Portugal

A study examined the provision of vocational training (VT) and its relationship to economic development in the region of Portugal encompassing the municipalities of Alcobaca and Caldas da Rainha. Data were obtained from a number of sources: regionally based statistical information, published documents and studies/reports about the region, interviews with

IDENTIFIERS- *Family Literacy; Philadelphia School District PA

This manual is part two of a three-part series of materials from a family literacy demonstration project conducted in Philadelphia public schools. It contains materials on 10 themes that were taught over a 7-month period. The activities in each theme are organized into class activities and home activities. The class activities support the adults' learning. The home activities include some for parents and others for parents to use with children. Information is provided on the purpose for the activities and materials needed; parents' background handouts also are included. The 10 themes covered in the manual are the following: an exploration of patterns; sequencing; home budget and money mathematics; fractions and manipulative objects; percents and probability; categorizing; science explorations; family stories; family writing; and child development. (KC)

ED 372 294 CE 066 927

Don, Roslyn; Carty, Joanna

Parents, Children and Learning. A Family Literacy Curriculum To Support Parents of Children in Kindergarten and First Grade. Part Three. Summer Learning Camp.

SPONS. AGENCY- National Inst. for Literacy, Washington, DC.

PUB DATE- 93

NOTE- 89p.; For parts one and two, see CE 066 925-926. For final project report, see CE 066 924.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Demonstration Programs; Family Involvement; *Family Programs; Family School Relationship; *Learning Activities; *Literacy Education; Mathematics Instruction; *Primary Education; Reading Instruction; Summer Programs; Teaching Methods; Whole Language Approach

IDENTIFIERS- *Family Literacy; Philadelphia School District PA

This manual is the third of a three-part series of materials from a family literacy demonstration project conducted in Philadelphia public schools. It contains five units. The beginning unit has activities to use in getting started and to use as everyday activities throughout the program. The other four units have theme activities appropriate for the week (aquatic unit, hands-on learning unit, farm unit, and recreation unit). The units are organized into lessons. Each lesson has some or all of the following components: teacher information sheet, staff-assisted station card, independent station card, parent's handout, worksheets, rules lists, trip sheets. (KC)

ED 372 295 CE 066 930

Effective Practices in Community Based Family Literacy: Results of a National Research and Evaluation Project.

SPONS. AGENCY- National Inst. for Literacy, Washington, DC.

PUB DATE- 93

NOTE- 174p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160) response to suspected abuse or neglect. Participants were allowed ample time during individual and group sessions to discuss their concerns and questions regarding their roles as parents. Pre- and post-test measurements indicated that all program objectives were met. Parents improved their ability to approach parenting problems in a positive rather than in an abusive manner. It is believed that much of the program's success had to do with the individual attention that each parent received. (RJM)

ED 372 312   CG 025 516

Counselor's Handbook for High Schools, 1994-95. Student Financial Assistance.
PUB DATE- 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *Educational Finance; *Federal Aid; *Financial Aid Applicants; Higher Education; High Schools; *High School Students; *Paying for College; School Counselors; *Student Financial Aid
IDENTIFIERS- Department of Education; Student Financial Contribution

This Handbook was designed to help high school guidance counselors advise students in seeking financial aid for postsecondary education. The information provided concentrates on sources of aid from the programs administered by the United States Department of Education. The guide is divided into three parts: (1) General Information about Postsecondary Opportunities; (2) The Application Process for Financial Aid; and (3) Filling Out the Free Application for Federal Student Aid. Part One advises the reader on sources of aid, general eligibility requirements for student aid, demonstration of need, and how to choose a school. Part Two discusses the federal role in application processing, how one should apply for aid, how to submit an initial application, how the application is processed, reviewing the student aid report, and suggestions on application updates. The last section offers detailed instructions on how the student should fill out aid applications with tips on outlining one's plans, educational background, student status, household information, and income. Also included are suggestions on information releases and how the student can assess his or her needs or assets. A special supplement shows ways to get disadvantaged students into college and three appendices list further sources of information, state agencies in education, and a glossary of terms. (RJM)

ED 372 313   CG 025 517

HIV/AIDS Education Planning Kit for Parents and Parent Groups.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- Sep 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

trend toward higher rates of heavy/frequent drinking among young women. Negative attitudes toward female intoxication still prevail and a double standard persists: intoxicated women are perceived as "worse" than intoxicated men. Theories about why women abuse alcohol include genetic endowment, inadequate coping mechanisms, depressed affect, problems in impulse control, traumatic events and losses, and heavy drinking persons in their environment. Alcoholic women are a heterogeneous group and they exhibit some differences from male alcoholics including: (1) women more frequently report a positive family history; (2) the process of becoming an alcoholic is of shorter duration; (3) the woman's mate is more likely to be a heavy/problem drinker than the male alcoholic's mate; (4) marital disruption is more likely; (5) the combination of alcohol and psychoactive medication is more usual; and (6) it is thought women encounter more barriers in seeking help. Financial problems, child care responsibilities, family pressures, and social stigma create some of the barriers women encounter, but once in treatment, it is believed that a woman's prognosis is similar to a man's. (RJM)

ED 372 332 CG 025 634

Slade, John
Facts on Nicotine and Tobacco. Clearinghouse Fact Sheet.
PUB DATE- 92
NOTE- 4p.; The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Etiology; Health; Intervention; Pharmacology; *Smoking; Substance Abuse; *Tobacco
IDENTIFIERS- *Nicotine; Smoking Cessation

Nicotine, the most abused drug in the United States, is the psychoactive drug in tobacco. It exerts diverse, often subtle effects on the central nervous system and can stimulate or relax, or do both simultaneously. Tolerance to this drug develops easily and addiction is common among people with other drug problems, especially alcoholism. Most tobacco use begins in childhood or early adolescence and is due to a number of factors, such as peer pressure, adolescent rebellion, marketing, and easy availability. Nicotine is the most widely promoted drug in the country. Tobacco directly causes one in every six deaths in this country and can lead to heart disease, cancer, respiratory problems, and other maladies. Stopping tobacco use has both immediate and long-term health benefits for the user and his or her family. Although many people stop smoking without formal assistance, that does not mean that quitting is easy. Many quit by relying on informal networks of support among friends and relatives, by restructuring their environment, or by drawing on lessons learned during prior unsuccessful attempts at quitting. Sometimes, all that is required to quit are a few pointers and some simple advice from a health professional. Steps that offer a reasonable chance of bringing the tobacco epidemic under control include: (1) deal with tobacco as part of the overall drug problem; (2) increase excise taxes; (3) countermarket tobacco products with pro-health messages; and (4) require indoor air spaces used by accumulating support for the value of peer consultation/supervision experiences for professional counselors. Future researchers are called upon to continue to attempt to identify and quantify the unique contributions of this type of experience for counselor development. Contains 9 references. (NB)

ED 372 353 CG 025 755

Henderson, Patricia
Supervision of School Counselors. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Training; Elementary Secondary Education; Professional Development; *School Counselors; *Supervision; Supervisors; Supervisory Methods
IDENTIFIERS- ERIC Digests

This digest focuses on supervision issues for school counselors. It begins by addressing the need for professionally appropriate supervision to nurture school counselors' professional development. A section on the process of school counselor supervision begins by looking at clinical, developmental, and administrative supervision. The purpose of clinical supervision is the enhancement of counselors' professional skills and ethical functioning; the purpose of developmental supervision is the improvement of the guidance and counseling program and counselors' pursuit of professional development; and the purpose of administrative supervision is the assurance that counselors have worthy work habits, comply with laws and policies, relate well with other school staff and parents, and otherwise work effectively within the school system. Also within this section are discussions of performance improvement systems and supervisors. The digest concludes by considering the status of school counselor supervision. Contains 9 references. (NB)

ED 372 354 CG 025 756

Cryder, Annette Petro; And Others
Supervision of Marriage and Family Counselors. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselors; Counselor Training; *Family Counseling; *Marriage Counseling; *Supervision; Supervisors; Supervisory Methods
IDENTIFIERS- ERIC Digests

This digest focuses on issues of importance to the supervision of marriage and family counselors. A brief overview notes that the defining hallmark of marriage and family supervision has been a systemic orientation. Other distinguishing features include a reliance on live forms of supervision, and the viewing of ethical issues within larger familial, cultural, and societal

and Eighth Grade Underachievers.
PUB DATE- Aug 93
NOTE- 131p.; Ed.D. Research Project, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Reading Achievement; Reading Aloud to Others; Reading Attitudes; Reading Comprehension; *Reading Improvement; Sustained Silent Reading; *Underachievement
IDENTIFIERS- Comprehensive Tests of Basic Skills; Estes Attitude Scale; Franklin Borough School District NJ; Test of Cognitive Skills

A program to improve sixth through eighth grade underachieving students' reading comprehension was developed. Students were identified by comparing their anticipated and actual national percentile scores on the Test of Cognitive Skills (TCS) and the Comprehensive Test of Basic Skills (CTBS). A survey of students' reading behavior, a review of school library circulation statistics, and the administration of the Estes Scale of Reading Attitudes revealed reading was not a priority interest for upper elementary grade students at Franklin Elementary School (serving grades K-8) in Franklin, New Jersey. The major solution strategies employed to improve achievement were designed to also increase positive attitudes toward reading. Strategies included the implementation of silent sustained reading, Accelerated Reader, a campaign for public library membership, a home reading contract, a read-aloud program, and a novel-based approach to reading instruction. As a result of the interventions, 82% of the 46 underachievers who completed the project improved their reading comprehension achievement on the CTBS and 52% met their original anticipated achievement as predicted by the TCS. Although the underachievers showed a mean increase of 8.36 normal curve equivalent points on the CTBS reading comprehension subtest, only eighth graders demonstrated a mean increase in positive attitude toward reading. Increased reading activity had a positive relation with improved reading comprehension; however, no clear association involving reading attitude and the interventions emerged. (Includes 22 tables of data. Appendixes present district goals in reading, data, survey instruments, the student-parent-teacher reading contract, and a read-aloud response form. Contains 34 references.) (Author/RS)

ED 372 375 CS 011 795

Weaver, Constance
Phonics in Whole Language Classrooms. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; Elementary Education; Language Acquisition; *Phonics; Reading Skills; *Teacher Role; Teaching Methods; *Whole Language Approach
IDENTIFIERS- ERIC Digests

This digest discusses some of the ways children develop functional phonics knowledge in the context of authentic reading and writing, as well as some of the ways teachers can

(150),Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; *Cooperation; *Curriculum Development; Higher Education; Interdisciplinary Approach; Undergraduate Students; *Writing Across the Curriculum
IDENTIFIERS- *Cornell University NY; Educational Issues

Cornell's experience over the last decade suggests that writing across the curriculum programs should not be housed in English departments. In fact, that experience, which has been largely successful, suggests writing programs are best off as independent departments, directed by rotating members from a variety of disciplines. The reasons are as follows. First, a separate program is important because it is separate allowing it to keep its mind, energy and resources on writing. Second, it is financially independent, not having to depend on the goodwill or sympathy of a parent department. With its own funds, it can encourage the participation of departments and reward collaboration. Third, as a separate department, it can insist that its directors are given the latitude and time to be administratively inventive. The director of the program at Cornell, Fredric Bogel, worked hard to establish training programs. His attention to grant-writing resulted in a major endowment and a new name, the "John S. Knight Writing Program." Before he would even agree to take the job, the second director, Harry Shaw, secured a guarantee from the Provost that no more than 17 students would be admitted to the Freshman Writing Seminars. Writing seminars, one-third of which are taught by full-time faculty, are offered in more than 100 different areas, such as "Art in the Modern Era: or Modernist Primitivism," "Assimilation, Accommodation, and Conflict: American Ethics in Transition," "B. H. (Before Hillary): Women and American Politics, 1900-1993." Includes 9 notes. Contains 12 references. (TB)

ED 372 395 CS 214 419

Cai, Guanjun
"Who Knows Not But Speaks Is Not Wise; Who Knows But Speaks Not Is Not Loyal!": Rhetoric of Philosophical Wisdom in Ancient China.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese Culture; *Cultural Context; Foreign Countries; Higher Education; Logical Thinking; *Non Western Civilization; Oral Tradition; *Persuasive Discourse
IDENTIFIERS- *China; Historical Background; Oratory; Rhetorical Community; *Voice (Rhetoric)

The persistent cultural conservatism in Western scholarship has led to the exclusion of Chinese rhetoric from the canon of rhetorical studies. However, the assumption that Chinese culture does not have a rhetorical tradition is misleading and inappropriate. It stems from any number of notions: that the Chinese language is not as logical as those of Western cultures; that rhetoric is an outgrowth of democracy while China's system of politics is hierarchical; that rhetoric is about logical thinking as defined by Western culture. Robert Oliver, however, contends that rhetoric should be seen as a culturally relative term, designating a "mode of thinking."

insecurities inherent in the position of the graduate student and the scholarly demands placed on him or her by research faculty make experimental collaborative learning, as described by Tompkins, an unpromising possibility. (TB)

ED 372 414 CS 214 456

Andrews, Sharon Vincz
Teaching Kids To Care: Exploring Values through Literature and Inquiry.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 248p.; Published with EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Critical Thinking; Elementary Secondary Education; *Ethical Instruction; Individual Development; Moral Values; Textbook Evaluation; Values Clarification; *Values Education
IDENTIFIERS- Educational Issues; *Moral Reasoning

Designed for teachers and arguing that democratic values are best taught in democratic classrooms, this hands-on guide offers clear directions for exploring values using children's literature as a starting point. Combining numerous classroom examples with practical advice, backed up by historical analysis and educational theory, the book: (1) discusses crucial questions, such as the defining of values and how to teach values; (2) provides clear examples of how inquiry- and literature-based investigation of values work in classrooms; (3) presents instructional strategies that promote self-directed discovery of values; (4) offers a unique bibliography of literature that guides children in their values exploration; and (5) provides an analysis of textbooks and their connection to moral education. Includes an additional select annotated bibliography. Contains 147 references. (NKA)

ED 372 415 CS 508 606

Meyer, John
A Conflict Management Unit.
PUB DATE- 8 Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Conflict; *Conflict Resolution; Higher Education; Introductory Courses; Problem Solving; *Speech Communication; Undergraduate Students; Units of Study
IDENTIFIERS- *Communication Strategies

While the basic course in communication cannot eradicate the violence sweeping American society, it can take important steps to reduce violence and conflict by acquainting all college students with alternative means for handling conflicts. First, the instructor should ask the students to try to define "conflict," and then responses to conflict should be discussed.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Broadcast Industry; Mass Media Use; Models; *Programming (Broadcast); Research Needs; *Television; Television Research
IDENTIFIERS- Market Analysis; Research Suggestions; *Syndication (Television)

Like other industries, television has its own version of the used-car dealership or second-hand store: off-network syndication. Since researchers who study television have rarely investigated the market for these programs, a study examined program and marketplace characteristics to determine which contributes most to the successful syndication of an off-network program. Factors hypothesized to play a role in the success of these programs were analyzed and two models were developed. Marketplace and program-specific criteria were considered as explanatory variables; however, the high multicollinearity of the marketplace data hindered investigation of the impact of many market-related factors. Much of the conventional wisdom regarding television programming was supported by the findings. Programs entering the off-market network generally have had highly successful network runs, both in terms of ratings and longevity (these programs enter syndication with many episodes available). Comedies were more likely to be syndicated than dramas; half-hour shows were preferred over 1-hour shows. Although syndication has become easier, distributors now find it more difficult for a program to achieve high ratings, due to the increase in competing media outlets. This study merely scratches the surface of an area rich with possibilities for future research. No researcher has done an in-depth investigation of the nuts-and-bolts operation of the syndication market since the 1970s. Much needs to be done before communication scholars can truly say that they understand the television industry. (Contains 61 references; 13 tables of data are included.) (NKA)

ED 372 435 CS 508 630

Schierholt, Carla G.
Enhancing Creative Dramatic Play and Story Reenactments in a Primary Grade Classroom.
PUB DATE- May 94
NOTE- 24p.; Course Project, School of Education, University of Alaska Southeast.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Acting; Class Activities; Classroom Research; *Creative Dramatics; Dramatic Play; *Elementary School Students; Grade 2; *Interpersonal Competence; Primary Education; Skits; *Story Telling; Thinking Skills
IDENTIFIERS- Alaska; Student Led Activities

A classroom research project in Alaska explored what role dramatic play and story reenactments have as a teaching/learning method for young childrens' development. A review of the literature identified several common elements that helped teachers elicit successful dramatic story reenactments: choosing a familiar book or story; encouraging adaptations of stories to fit the needs of the group; directing as little as possible; and avoiding getting caught up in the final product. The students and the teacher began by reenacting familiar fairy tales and folktales. The 12 students in the materials in English and does not include papers or speeches presented at professional meetings. A concise section on "How to Use the Bibliography" is also included. (RS)

ED 372 454 CS 508 656

Master Control--How Kids Can Control the Impact of TV, and Enjoy It More Than Ever! A Classroom Guide.
PUB DATE- 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Response; Class Activities; *Critical Viewing; Elementary Secondary Education; Family Involvement; Mass Media Use; *Television Viewing; *Visual Literacy
IDENTIFIERS- *Television Literacy

This classroom guide and "Better Viewing" guide accompany a 28-minute videotape on television literacy called "Master Control." The classroom guide explains the purpose behind the video, pointing out that "Master Control" is not about doing away with TV, but about a youngster's getting the most out of his or her TV viewing time. The guide relates some things to know before viewing the video, explains how to use "Master Control" with the class, contains an illustrated "tube test," deals with the business of television, discusses entertainment programming, and concludes with a list of resources for parents and teachers. The "Better Viewing Guide: Your Family Guide to Television Worth Watching" is in magazine format and contains articles entitled: (1) "Good TV, Bad TV"--taking charge of personal viewing habits; (2) "Yes, It Can Be Done"--a "real" family takes charge of TV; (3) "Make Your Own TV"--video production, from school project to family activity; (4) "The Learning Tool"--teachers using cable creatively in school; and (5) "Your Guide to Better Viewing"--divided into sections on preschool, elementary school, middle and high school, and adult viewing. (NKA)

ED 372 455 CS 508 657

Kinnear, Judith
What Science Education Really Says about Communication of Science Concepts.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Classroom Communication; Classroom Techniques; *Communication Research; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Prior Learning; *Science Education; *Scientific Concepts; *Teaching Methods
IDENTIFIERS- Analogies; *Concept Mapping

A number of strategies, informed by science education research, have been identified to assist the understanding and communication of difficult concepts in science. A teacher's

South Dakota Progress Report on the National Education Goals.
PUB DATE- 30 Sep 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Literacy; Alcohol Abuse; American Indians; Comparative Analysis; Dropouts; Drug Abuse; *Educational Objectives; Elementary Secondary Education; *High School Graduates; Mathematics Achievement; Private Schools; Public Schools; School Readiness; School Safety; Science Education; State Action; *State Programs; Statewide Planning
IDENTIFIERS- *National Education Goals 1990; *South Dakota

This publication assesses the status of public elementary-secondary education in South Dakota and describes the state's progress toward meeting the six National Education Goals. A notable achievement is the Families First program, which is a broad-based initiative that empowers communities to identify and meet local human service needs and to tightly manage state and federal programs in the areas of health care, social and human services, juvenile justice, and education. South Dakota is among the top 10 in high school completion (87.16% for public only); however the completion rate for non-public (parochial, private and Bureau of Indian Affairs-federal) was only 53.20%. Students score above the national average on achievement tests. However, the alcohol consumption rate among students is above the national average. Improvements need to be made in the areas of prenatal care and graduation rates of the Native American population. Four figures and two tables are included. (LMI)1

ED 372 474 EA 025 948

Grady, Marilyn L.; Wesson, Linda Hampton
Two National Studies of Women Superintendents.
PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Educational Administration; Elementary Secondary Education; *Females; *Leadership; *Leadership Qualities; *Superintendents; *Women Administrators

The literature concerning the superintendency is based on the experiences of men. This paper presents findings of the two studies that examined women superintendents. The first, a pilot study, sought to determine whether women superintendents used leadership qualities that fit a new paradigm for leadership. It also sought to determine if differences existed between urban and rural female superintendents' leadership qualities. Data were obtained from a survey of 346 women superintendents in 29 states. A total of 263 responses were received, a 76 percent response rate. Telephone interviews were also conducted with 21 urban and 30 rural survey respondents. The most striking conclusion was that both rural and urban superintendents possessed similar leadership qualities, and those qualities fit a new paradigm for leadership. Both groups received job satisfaction by bringing about change, reaching out to others, IDENTIFIERS- *Australia

Parents can be involved in a variety of ways with their schools. This book shows how to establish and maintain a home-school connection in which parents play educational roles to enrich the school program. As educators, parents can serve as spectators, organizers, instructors, and learners. Many of the strategies and examples cited are drawn from the experience at Pennycoe, an Australian elementary school that has successfully pursued the home-school connection. Part 1, "Understanding the Connection," contains six chapters. Chapter 1 describes different parent roles and the home-school learning connection, and chapter 2 discusses how parents can effectively serve as teachers. "Education for Living" is described in the third chapter. The Pennycoe Project is detailed in chapter 4. Chapter 5 describes parents' educational roles more fully and gives examples of how parents have adopted these roles in home-school connection programs. Three case stories of home/community sessions are provided in the sixth chapter. Part 2, "Making the Connection," includes four chapters. Chapters 7 through 9 offer guidelines for creating a collaborative climate, conducting parent training sessions, and carrying out a discussion project. The final chapter contains worksheets for developing the curriculum plan. Twenty-two figures are included. (LMI)

ED 372 495 EA 025 978

Chapman, David W., Ed.; Mahlck, Lars O., Ed.
From Data to Action: Information Systems in Educational Planning.
PUB DATE- Feb 93
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Educational Improvement; *Educational Planning; Elementary Secondary Education; Foreign Countries; Incentives; Information Dissemination; *Information Management; *Information Systems; Information Technology; *Information Utilization

Many developing countries are now making substantial gains in developing databases on their education system. This book focuses on strengthening the link between improvements in information with better practice at the school level. It provides a synthesis of lessons learned from recent experience and research in collecting, analyzing, and using information at various levels of the educational system in the context of developing countries. It contains four national case studies (of Chile, Togo, Mauritius, and Haiti) and five issue papers in which specialists consider ways of improving education-information systems that can contribute to enhance quality and efficiency in education. The studies and papers emphasize the human factors and nonmonetary incentives that encourage and sustain information utilization. Finally, agendas for further research and training are proposed as a framework that administrators in other countries can use to evaluate the needs of their information systems. References and tables accompany the chapters. (LMI)

ED 372 496 EA 025 980

Field Guide to Educational Renewal: Vermont Restructuring Collaborative.
PUB DATE- 94
NOTE- 348p.
LANGUAGE- English

third section summarizes funding formulas for special education, their associated incentives and disincentives, and criteria for evaluating various types of funding formulas. The final section focuses on the fiscal implications of emerging trends such as inclusion, the integration of special education and regular education, and coordination among federal and state categorical programs. (Contains 59 references.) (DB)

ED 372 517 EC 302 872

Wesley, Patricia W.
Mainstreaming Young Children: A Training Series for Child Care Providers. Student Handbook, and Instructor Manual.
SPONS. AGENCY- Hatherleigh Co., Ltd., New York, NY.
PUB DATE- 92
NOTE- 442p.; Transparencies are not filmed as such on ERIC microfiche, but equivalent text is provided.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Caregivers; Community Colleges; Credit Courses; *Curriculum; *Day Care Centers; *Disabilities; Inservice Education; *Mainstreaming; *Paraprofessional Personnel; Postsecondary Education; Preschool Education; Training

This curriculum includes both an instructor's manual and a student handbook and is intended to be used in community colleges to provide preservice and inservice training about mainstreaming of young children with disabilities to child care providers. The curriculum is planned to be a 4 credit-hour course presented in eight modules. Each module employs instructional methods that may include interactive small group activities, lectures, group discussion, role play, audiovisual presentations, handouts, and assignments. Transparencies are provided for each module. Modules address the following areas: (1) historical background and purpose of mainstreaming; (2) considering the child with special needs within the context of normal development and developmental delays; (3) working with families; (4) the preschool environment and ways to support children's play; (5) curriculum planning and responsive teaching skills; (6) promoting language development; (7) guiding behavior; and (8) answering questions about disabilities. The student handbook includes such resources as self-evaluation checklists, charts of normal child development milestones, outlines of the major provisions of relevant federal legislation, guidelines for family-centered services, specific effective communication skills, a health and safety checklist, guidelines for scheduling, suggestions for helping children with specific disabilities, and sources of further information for each module. (DB)

ED 372 518 EC 303 150

Dais, Teresa; And Others
Selected Readings in Transition: Cultural Differences, Chronic Illness, and Job Matching. Volume 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 81p.; For volume 1, see ED 349 728. For individual papers, see EC 303 151-154.

Curriculum Adaptation and Development.
PUB DATE- Mar 93
NOTE- 21p.; Chapter 6 in: Billingsley, Bonnie S.; And Others. Program Leadership for Serving Students with Disabilities; see EC 303 164.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Disabilities; Elementary Secondary Education; Individualized Education Programs; Instructional Materials

This chapter on curriculum adaptation and development is taken from a guide to designing, implementing, and evaluating instruction and services for students with disabilities. It provides an overview of major curriculum options and systematic processes for selection, adaptation, and design of a curriculum for students with disabilities. Two major curriculum options are identified--the standard curriculum of general education and a functional orientation. The role of the Individualized Education Program in curriculum planning is reviewed. Common formats for curriculum materials (such as skill sequences and conceptual mapping) are discussed. The steps involved in deciding whether to adapt existing curriculum materials or design a new curriculum are outlined, followed by the steps involved in designing a new curriculum if that is determined to be necessary. Figures provide a list of curriculum options for special education, a continuum for curriculum planning, and a curriculum evaluation guide. (Contains 19 references.) (JDD)

ED 372 536 EC 303 168

Snell, Martha E.; Janney, Rachel
Including and Supporting Students with Disabilities within General Education.
PUB DATE- Mar 93
NOTE- 42p.; Chapter 8 in: Billingsley, Bonnie S.; And Others. Program Leadership for Serving Students with Disabilities; see EC 303 164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Disabilities; Educational Philosophy; Educational Planning; Elementary Secondary Education; *Mainstreaming; Program Development; *Program Implementation; *Social Integration
IDENTIFIERS- *Inclusive Schools

This chapter on inclusion of students with disabilities in general education is based on the following assumptions: students with disabilities should have the opportunity to participate in general education classes and activities with their nondisabled peers; supports can be provided that will enable all children in those settings to be successful; inclusive strategies enhance learning for all students; and students' special needs need not dominate teaching time. The chapter examines what is meant by "inclusion"; outlines benefits of inclusive programs for students with disabilities, typical students, and school staff; and notes potential

strengths and needs; (4) identify potential classroom placements; (5) select initial classroom placement; (6) determine student's core teaching team and service coordinator; (7) identify existing available resources; (8) identify resources currently provided for the student and those anticipated for next year; (9) consider accessibility issues; (10) describe a typical week's schedule; (11) determine when individual goals/objectives might be addressed within the schedule; (12) develop daily schedule; (13) do lesson adaptations; (14) develop specific transition activities; (15) plan for peer power; (16) determine inservice needs; and (17) develop a system for planning team communication. (JDD)

ED 372 556 EC 303 188

Gormley, Kathleen A.; McDermott, Peter C.
Modifying Primary Grade Classrooms for Inclusion: Darrell's 3 Years of Experience.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Convention of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum Development; Language Arts; *Literacy Education; *Mainstreaming; Males; *Multiple Disabilities; *Outcomes of Education; Primary Education; Qualitative Research; *Reading Instruction; *Social Integration; Teacher Aides; Teacher Role

This 3-year study examined how primary grade teachers and their teacher assistants taught reading and the language arts to a boy with multiple disabilities in inclusive classrooms. Qualitative research strategies are used to describe and explain the boy's participation in literacy activities from kindergarten through second grade. Findings are presented chronologically by the boy's grade placements, from kindergarten through second grade. Analyses revealed the following: (1) inclusion is a learning opportunity that enables teachers to improve their understanding of teaching and learning; (2) inclusion sensitized teachers to the needs of children in their classrooms; (3) other children benefited from the boy's inclusion in their classrooms because they learned to accept academic and physical differences as part of everyday life; (4) special children can be as socially and academically isolated in a regular classroom as they are when in separate facilities or programs, as not all regular classroom teachers willingly assume academic and social responsibility for special needs children in their rooms; (5) teacher assistants had a tremendous influence on the success of the boy's inclusion by accelerating or impeding his progress; and (6) successful inclusion requires teachers to creatively plan learning activities for disabled children that parallel the literacy task demands of other children. (Author/JDD)

ED 372 557 EC 303 189

Hand in Hand: Technology Inclusion.
SPONS. AGENCY- United Cerebral Palsy Association, New York, N.Y.
PUB DATE- 94
NOTE- 6p.; Funding also provided by the Agent Orange Class Assistance Program.
LANGUAGE- English

DEC Position on Early Intervention Services for Children Birth to Age Eight. Adopted: December 1993.
PUB DATE- 14 Dec 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Delivery Systems; *Disabilities; *Early Childhood Education; *Early Intervention; Interdisciplinary Approach; National Organizations; Opinions; Parent School Relationship
IDENTIFIERS- *Council for Exceptional Children

This brief (two page) official position statement of the Division for Early Childhood (DEC) of the Council for Exceptional Children addresses the issue of early intervention for young (ages birth to 8) children with disabilities, developmental delays, or who are at-risk for future developmental problems. DEC supports identification and service delivery to children at the earliest possible time consistent with family priorities. It believes that high quality early intervention can help ensure that all children reach their developmental potential. DEC urges the provision of early intervention and special education services in coordination with individual family concerns and priorities. It recognizes the need for educators to respect diverse cultural backgrounds and recommends that early services be delivered in inclusive and natural settings whenever possible. DEC supports the design and delivery of services that are interdisciplinary, interagency, coordinated, and collaborative. It believes that family needs are best met through use of a single service coordinator. (DB)

ED 372 577 EC 303 210

Personnel Standards for Early Education and Early Intervention. A Position Statement of ATE, DEC, NAEYC.
PUB DATE- 30 Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Early Childhood Education; Educational Philosophy; Infants; Outcomes of Education; Preschool Education; Preservice Teacher Education; *Pupil Personnel Services; Special Education; *Special Education Teachers; *State Standards; *Teacher Certification; Teacher Education; Toddlers
IDENTIFIERS- Association of Teacher Educators; Council for Exceptional Children; National Association Educ of Young Children

This brief (two page) official combined position statement of the Association of Teacher Educators (ATE), the Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC), and the National Association for the Education of Young Children (NAEYC), addresses issues in personnel standards for early education and intervention with young children having disabilities. These groups recommend the development of personnel standards for: (1) regular early childhood educators; (2) early childhood special educators; and (3) related services professionals. Specific philosophical assumptions are recommended to serve as the foundation for development of such personnel standards. Development of a structure for certification standards is also urged. Such development should debate over establishing English as the single official language of the United States. Articles on this topic include: "Bilingual Education and English-Only: A Language Planning Framework" (Nancy H. Hornberger); "Historical Legacies: 1840-1920" (Joel Perlmann); "Understanding Educational Policies in Multilingual States" (Christina Bratt Paulston); "The Position of U.S. English on Bilingual Education" (Gary Imhoff); "Official English: A False Policy Issue" (Arturo Madrid); "The Past and Future Directions of Federal Bilingual-Education Policy" (James J. Lyons); "Research, Politics, and Bilingual Education" (Walter G. Secada); "Reviewing Bilingual-Education Research for Congress" (Frederick Mulhauser); "Qualified Public Support for Bilingual Education: Some Policy Implications" (Leonie Huddy, Davis O. Sears); "California Proposition 63: Language Attitudes Reflected in the Public Debate" (Susannah D. A. MacKaye); "The Newton Alternative to Bilingual Education" (Rosalie Pedalino Porter); "A Spanish-English Dual-Language Program in New York City" (Sidney H. Morison); and "Rock Point, a Navajo Way To Go to School: A Valediction" (Agnes Holm, Wayne Holm). (MSE)

ED 372 595 FL 021 141

Solis, Adela
Language Transfer in the Acquisition of Negation: The Case of a Young Salvadoran Child.
PUB DATE- Jan 86
NOTE- 22p.; In: WATESOL Working Papers #4, Spring 1988.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Case Studies; *Child Language; Comparative Analysis; *English (Second Language); Grammar; Immigrants; *Interlanguage; Monolingualism; *Negative Forms (Language); Preschool Children; Preschool Education; Second Language Learning; Sentence Structure; Spanish Speaking; *Transfer of Training; *Verbs; Young Children
IDENTIFIERS- *Salvadoreans

A study examined the acquisition of negation in English as a Second Language in a 4-year-old Salvadoran girl, a native speaker of Spanish. Specifically, the study looked for evidence of language transfer in bilingual acquisition and the direction of that transfer (Spanish to English, English to Spanish). Over 5 months, spontaneous speech (55 samples) was recorded in several natural settings (school, home, and restaurant) and an imitation task method was used to elicit additional language samples (n=100). The syntactic structures studied were negative-verb sequence, "do" inclusion in the verb form, and sentence subject omission. These data were also compared with data from a previous study of monolinguals and bilinguals of the same age. Results indicate that in the case of the first two structures examined, the child had internalized the rules of Spanish negation well enough to influence the use of Spanish negative structures in her English constructions. In the case of sentence subject omission, findings did not indicate a Spanish influence, but rather that she had acquired enough English rules on sentence subject inclusion to influence her use of this structure in both Spanish and English, suggesting a two-way transfer effect. (MSE)

ED 372 596 FL 021 706

Acquafredda, Miriam
A Parent Volunteer Program for the 5th and 6th Grades To Teach

V: Algeria, Austria, China, Denmark, Finland, Hungary, Malta, Morocco, Norway, New Zealand, the Netherlands, the United Kingdom, Tunisia, Turkey, the former USSR).
PUB DATE- 94
NOTE- 239p.; For the six-volume set, see FL 022 303-308.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Armed Forces; Courts; Educational Administration; *Educational Policy; *Foreign Countries; *Language Role; Languages; Laws; *Official Languages; *Public Administration; Public Policy; Second Languages
IDENTIFIERS- Algeria; Austria; China; Denmark; Finland; Hungary; Malta; Morocco; Netherlands; New Zealand; Norway; Tunisia; Turkey; United Kingdom; USSR

The volume is one of a series of six listing language-related legislation around the world. It contains the texts, in French, of laws of Algeria, Austria, China, Denmark, Finland, Hungary, Malta, Morocco, Norway, New Zealand, the Netherlands, the United Kingdom, Tunisia, Turkey, and the former Soviet Union. The laws concern official languages, ethnic or minority languages, language maintenance, and language use in education, educational administration, public administration, the justice system, and the armed forces. A subject index is included. (MSE)

ED 372 619 FL 022 308

Leclerc, Jacques, Ed.; Maurais, Jacques, Ed.
Recueil des legislations linguistiques dans le monde. Tome VI: La Colombie, les Etats-Unis, le Mexique, Porto Rico at les traites internationaux (Record of World Language-Related Legislation. Volume VI: Colombia, the United States, Mexico, Puerto Rico, and International Treaties).
PUB DATE- 94
NOTE- 231p.; For the six-volume set, see FL 022 303-307.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Educational Policy; Federal Government; Federal Legislation; Federal Regulation; *Foreign Countries; *International Relations; International Trade; *Language Role; Languages; Laws; Minority Groups; *Official Languages; *Public Administration; Public Policy; Second Languages; State Government; State Legislation
IDENTIFIERS- Austria; Belgium; California; Colombia; Czechoslovakia; Europe; Florida; Italy; Louisiana; Maine; Massachusetts; Mexico; Minnesota; Netherlands; New York; Puerto Rico; Turkey; United Nations; United States; Yugoslavia

The volume is one of a series of six listing language-related legislation around the world. It contains the texts, in French, of laws of Colombia, the United States federal and some state governments (California, Florida, Louisiana, Maine, Massachusetts, Minnesota, and New York), Mexico, and Puerto Rico, and those relating to international treaties, specifically those of Austria, Austria/Czechoslovakia, Austria/Italy, Italy/Yugoslavia, Turkey, Belgium/Netherlands, Europe, and the United Nations. The laws concern official languages, regional and minority languages, language maintenance, and language use in education, educational administration, public administration, the justice system, the armed forces, and international trade and intergovernmental relations. A subject index is included. (MSE)

ED 372 620 FL 022 311

acquisition of English literacy skills. Data were gathered in home and classroom visits, in formal and semi-structured interviews, and from samples of the child's writing and drawing. Field notes were analyzed for patterns and strategies used in written and oral English. Audio recordings were reviewed for literacy events. Interviews were reviewed for evidence of parent and teacher expectations and concerns. Writing and drawing samples were examined for understanding of the child's attempts at English writing. Data were categorized as expectations, strategies, and English literacy skills. Analyses are presented in this report. Results support the theory that children learn a second language through many authentic, purposeful, and meaningful language experiences, and that the child's understanding and use of a second language are influenced by their unique cultural characteristics and through varied social interaction with significant others. It was found that teacher and parent expectations and beliefs were dissonant, and suggested that clear and direct communication of educational goals from the outset would better serve the child's language development. (MSE)

ED 372 639 FL 022 339

Grundy, Peter
Newspapers. Resource Books for Teachers Series.
PUB DATE- 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; Elementary Secondary Education; *English (Second Language); FLES; Foreign Countries; Higher Education; *Language Arts; Language Proficiency; *Newspapers; Reading Materials; Reading Skills; *Second Language Instruction; *Teaching Methods

This book provides a range of practical ideas for teachers of English as a first or second language for working with newspapers in the classroom. It seeks not only to provide teachers with resources and techniques for using newspapers, but also to give students practice in the skills needed to enable them to read English-language newspapers for themselves. The bulk of the text consists of 100 specific activities, of varying degrees of difficulty and proficiency levels, for using newspapers with students. Each activity listing contains the language proficiency level required, time to complete the activity, materials needed, skills to be developed, the nature of the activity, preparation required (if any), a step-by-step description of the activity, possible variations, and comments. An appendix lists English-language newspapers available in different parts of the world. (MDM)

ED 372 640 FL 022 341

Malave, Lilliam M., Ed.
National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93.
PUB DATE- 94
NOTE- 143p.; For selected individual papers, see FL 022 342-350. 1992 Conference held in Albuquerque, New Mexico. 1993 Conference held in Houston, Texas.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

length, measuring perimeter, measuring area, measuring liquids, and meanings of metric terms. The kit contains a wide range of reading and writing activities, discussion topics, self-help exercises, tests and quizzes, vocabulary exercises, and case studies. (YLB)

ED 372 182   CE 064 970

Deschepper, Anne; And Others
Open Learning Centres and Adult Literacy: A Guidebook for Adult Education Providers.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).; Victoria Training Board, Melbourne (Australia).
PUB DATE- Mar 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Independent Study; Individualized Instruction; *Learning Centers (Classroom); *Literacy Education; *Open Education; Personnel Needs; Program Budgeting; Program Development; Program Evaluation; *Program Implementation; Resource Staff

This publication is a detailed guide for both adult basic education program managers and practitioners to the concept of adult literacy provision within an open learning model. It has three major sections. Section 1 investigates the aims and directions common to both open learning and adult basic education. It provides reviews of programs that have incorporated an individualized approach into their learning provision. Section 2 is a practical guide to the operation of an open learning center that considers the details of client access and program development; the recording, monitoring, and evaluation of the learning program; staffing needs; and resourcing levels. Section 3 provides a reading list of 34 books and articles that formed the background reading for the project. They are rated as highly recommended, useful, and if you have time. Synopses are provided for those books and articles with one of the first two ratings. Appendixes include a list of interviewees, interim literacy course matrix, and 16-item bibliography. (YLB)

ED 372 183   CE 066 351

Robinson, Bettye, W., Ed.; Redmann, Donna H., Ed.
Louisiana Business Education Journal, Volumes 1-3, 1991-1993.
PUB DATE- 92
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Business Communication; *Business Education; *Business Skills; Computer Uses in Education; *Educational Research; *Education Work Relationship; Higher Education; Job Training; Office Occupations; School Business Relationship; School Libraries; Secondary Education; *Skill Development; Teacher Education; Teaching Methods
IDENTIFIERS- Louisiana

Volume 1 of this journal contains the following research papers

Economics Related Occupations

This package consists of a teacher's guide and 12 learning modules that have been designed for middle school home economics exploration and orientation courses. Presented in the teacher's guide are suggested instructional strategies for using the learning modules in interdisciplinary settings. The following topics are covered in the learning modules: careers in home economics, personal development, personal grooming and hygiene, employability skills, food and nutrition/culinary arts, clothing and textiles, child care and human services, housing and home furnishing, home and institutional management, home and family life, computer literacy, and leadership skills and Future Homemakers of America/Home Economics Related Occupations. The learning modules, which have been developed in a competency-based instruction format, contain the following: objective and introduction sheet (including student learning objectives and performance standards); teacher activity sheet (including suggested preparation activities, teaching activities, and suggestions for incorporating home economics competencies into academic courses); reference information for teachers; transparency masters; student handouts/activity sheets; activity sheet answers; and student progress chart. A counselor's/adviser's guide summarizing career opportunities in the hospitality industry is also included. (MN)

ED 372 201 CE 066 793

Biennial Report of the State Council on Vocational Technical Education, 1990-1991 and 1992-1993.

PUB DATE- 93

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advisory Committees; Apprenticeships; Career Development; Cooperative Planning; Correctional Education; Curriculum Development; Disabilities; Educational Cooperation; Elementary Secondary Education; Federal Aid; Federal Legislation; Grants; Minimum Competencies; Postsecondary Education; *Program Development; *Program Implementation; Program Proposals; Resource Allocation; *Statewide Planning; Strategic Planning; Technical Institutes; Technology Education; *Vocational Education

IDENTIFIERS- *Minnesota

These two reports summarize the Minnesota State Council on Vocational Technical Education's (SCVTE) activities for the 2-year periods ending on June 30, 1991, and June 30, 1993, respectively. Summarized in the report for the period ending June 30, 1991, are the SCTVE's activities with regard to the following projects: disabilities, funding distribution, apprenticeship, Perkins-Job Training Partnership Act (JTPA) evaluation, technology competence, and effective advisory committees. The report for the period ending June 30, 1993, includes summaries of SCTVE activities in relation to the following major projects: education and employment transitions, request for proposal, correctional education, Perkins-JTPA evaluation, technology competence, and effective advisory committees in technical colleges. Also included in each report are summaries of the following SCTVE's activities designed to foster the exchange of ideas among the various stakeholders in vocational education: council roundtable, annual joint meeting of the council with the Minnesota State Board of Technical Colleges and State Board of Education, leadership forum, town discuss; coping with criticism; how to act; and review and course evaluation. A reading on communicating in health care settings is provided. The teacher's guide explains the philosophy of the course. It lists course goals, (including participant role, instructor role, and evaluation) and offers sample lesson plans. Each lesson plan has a brief narrative description of class activities and goals and a time plan. The teacher's guide also describes how teachers can adapt the course to make it more work-related and more responsive to different audiences. Suggestions for recordkeeping conclude the guide. (YLB)

ED 372 219 CE 066 815

The Write Stuff: Memos and Short Reports. An Offering of Step Ahead: A Partnership for Improved Health Care Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 15 Jul 92
NOTE- 76p.; Revision of ED 343 026. For related documents, see ED 343 022-026 and CE 066 809-814. The project's other partners were the New Mexico Coalition for Literacy and seven hospitals within New Mexico.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Allied Health Occupations Education; Curriculum Guides; *Hospital Personnel; Instructional Materials; Learning Activities; Lesson Plans; Literacy Education; Teaching Guides; *Writing Processes; *Writing Skills; Writing Strategies
IDENTIFIERS- *Workplace Literacy

This basic course in writing developed especially for hospital employees is designed to be taught onsite and to complement a hospital's other training and staff development efforts. The topical focus is workplace communication. The course is designed as a 16-hour course, with eight 2-hour sessions. The curriculum guide consists of a list of course goals, list of homework assignments, and informational materials, activities, and exercises for these eight sessions: good writing; audience and purpose; the writing process: overview; the writing process: planning and drafting; the writing process: reviewing; the writing process: revising and editing; writing under pressure; and wrap-up. These readings are provided: Good Writing on the Job; A Model of the Writing Process; Writing Memos and Short Reports; Sample Memos; Tuition Reimbursement Policy; and Performance Appraisal. The teacher's guide explains the philosophy of the course. It lists course goals (including participant role, instructor role, and evaluation) and offers sample lesson plans. Each lesson plan has a brief narrative description of class activities and goals and a time plan. The teacher's guide also describes how teachers can adapt the course to make it more work-related and more responsive to different audiences. Suggestions for recordkeeping conclude the guide. (YLB)

ED 372 220 CE 066 816

Ching, Noelani; Mahuka, Ruth
The Waikiki Lifelong Learning Center. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Developing Countries and German Efforts To Improve Their
Situation. IN Visitors' Information Special Report, SO 5.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Affirmative Action; Developed Nations; Developing Nations; *Economic Development; *Females; Foreign Countries; *International Cooperation; International Programs; *Nondiscriminatory Education; *Sex Discrimination; Sex Fairness; Training; Womens Education
IDENTIFIERS- *Germany

Women in developing countries carry out three-quarters of all work in rural areas, are often exposed to great health risks through frequent childbirth, and are disadvantaged compared with men in education and training. Modernization has burdened women with new responsibilities and more work but has improved health care. The economic and social changes caused by development and development assistance can sometimes worsen the status and life situation of women. A targeted promotion of women is the only way to satisfy basic needs and reduce poverty. Almost all organizations of German development cooperation participate in the complex task of promoting women in developing countries. Promotion is implemented in the following ways: access for women to training and advice, credits, and work-relieving technologies; participation of women themselves; and an integrated approach that aims at the joint promotion of men and women. Germany attempts in many different areas and with different means to contribute to the promotion of women in developing countries: relief in household work, primary health services, family planning services, agriculture, and education. The effectiveness of development cooperation can be increased with the strengthening of self-help groups' capabilities to solve problems themselves and models that bring about development processes beyond projects and programs. (Three projects in Burkina Faso, Colombia, and Indonesia are described.) (YLB)

ED 372 239 CE 066 850

Groff, Warren
Toward the 21st Century: Preparing Proactive Visionary
Transformational Leaders for Building Learning Communities.
Human Resource Development. Orange County Cluster.
PUB DATE- 94
NOTE- 337p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Adult Education; College Programs; Community Colleges; Computer Assisted Instruction; Computer Uses in Education; Curriculum Development; *Distance Education; *Doctoral Programs; Economic Climate; Educational Needs; Educational Practices; Futures (of Society); Higher Education; Instructional Development; *Labor Force Development; *Leadership Training; Multimedia Instruction; *Seminars; *Strategic Planning; Technological Literacy; Total Quality Management; Training Methods
IDENTIFIERS- California (Orange County); *Nova University FL

This document describes the Orange County Cluster human resources development (HRD) seminar that was conducted as part of Nova

Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary. House of Representatives, One Hundred Third Congress, First Session (March 11, 1993).
PUB DATE- 94
NOTE- 135p.; Serial No. 15. Document contains some small type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; *Correctional Rehabilitation; *Economic Impact; *Employer Attitudes; *Employment; Hearings; *Prisoners; *Unions
IDENTIFIERS- Congress 103rd; *Federal Prison Industries Inc

This document records the oral and written testimony of witnesses at a Congressional hearing on UNICOR, Federal Prison Industries, Inc., a self-supporting government corporation created in 1934 to formalize prison management efforts to provide dependable work for the greatest number of inmates. The hearing centered on concerns about providing enough work for federal prisoners to learn from it and to be kept occupied and from private sector concerns about displacing work that can be done by private firms. Witnesses included representatives of manufacturers, labor unions, prison management associations, and government agencies. Various proposals were made to increase the labor-intensive aspects of prisoner work without displacing private companies from selling to the federal government. Industry representatives opposed mandatory preference for prison work-products for purchase by the federal government. Discussion was not conclusive. (KC)

ED 372 258 CE 066 872

Oversight Hearings on Dislocated Workers. Hearings before the Subcommittee on Labor-Management Relations of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (April 20, July 29, and September 20, 1993).
PUB DATE- 94
NOTE- 530p.; Serial No. 103-38. Document contains some small type.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Dislocated Workers; Educational Needs; *Employment Programs; *Federal Programs; Hearings; *Job Training; Postsecondary Education; *Program Effectiveness; Program Improvement; *Retraining; Wages
IDENTIFIERS- Congress 103rd

This document records the oral and written testimony given by witnesses at a series of three Congressional hearings conducted in 1993 to review federal retraining programs for dislocated workers. Witnesses included representatives of federal and state agencies, and Private Industry Councils. Witnesses testified about their programs and what has worked and has not worked in their efforts to retrain dislocated workers. The existing programs were described and suggestions made for improvements, including putting programs in place before layoffs, and shortening the timeframe for retraining programs so workers can afford to complete them. However, according to witnesses, whatever successes have occurred have been tempered by the sluggish economy and the reality that most of the new jobs for which workers can be retrained pay substantially less than the jobs they have lost. (KC)

ED 372 259 CE 066 873

representatives of a sample of 15 enterprises participating in VT initiatives, interviews with staff of Portugal's Vocational Training Center for the Ceramics Industry, and a brief study of the Vocational Training Center for the Metalworking Industry. The information was synthesized into a report focusing on the following: the region's economy, labor market, and development; the structure and availability of VT in Alcobaca and Caldas da Rainha; regional demand for VT; coordination between economic agents and bodies offering VT; and the study's contributions to the evaluation of training on a territorial basis. A relative imbalance between enterprises' VT needs and the profile of VT available in the region was discovered. The region's economic agents and bodies offering VT were found to be taking steps toward increasing cooperation with one another and enhancing the region's training capabilities. A framework for evaluating VT in a territorial context was proposed. (Contains 15 references.) (MN)

ED 372 277 CE 066 905

Groff, Warren
Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. Tampa Cluster. Winter 1994.
PUB DATE- 94
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; College Programs; Community Colleges; Compliance (Legal); Computer Assisted Instruction; Curriculum Development; Disabilities; *Distance Education; *Doctoral Programs; Educational Needs; Educational Practices; Educational Technology; Federal Legislation; Futures (of Society); Higher Education; Instructional Development; *Labor Force Development; *Leadership Training; Multimedia Instruction; *Seminars; *Strategic Planning; Technology Education; Training Methods; Two Year Colleges
IDENTIFIERS- Americans with Disabilities Act 1990; *Nova University FL

This document describes the Tampa Cluster human resources development (HRD) seminar that was conducted as part of Nova University's distance education program in higher education (PHE). Discussed first are HRD in the agricultural and business industrial eras and changing HRD practices/needs, Nova University's PHE and HRD program, the proceedings of the three-session Tampa Cluster HRD seminar, the conceptual framework of Nova University's program to create HRD specialists, and the projected 1993-94 and 1994-95 core curricula for Nova's PHE for South and West Florida and Tampa. A 40-item bibliography is included. Appendixes constituting approximately 50% of this document include seminar instructions/assignments and supplemental materials, instructional support materials, and the following student seminar papers: "Instructional Plan for Staff at Sarasota County Technical Institute on the Americans with Disabilities Act of 1990" (Pamela Bull LaGasse); "Human Resources Development Plan for Hillsborough Community College" (Sherry L. Kersey); and "Action Plan to Implement Technology Seminars at Embry-Riddle Aeronautical University" (Shirley Waterhouse); "Expanding the Technology Horizons at Florida Community College at Jacksonville" (Margaret J. Dooley); and "Five-Year Action Plan for Nova University's Programs for Higher Education to Require Personal Computers" (Robert W.

DESCRIPTORS- Adult Basic Education; *Community Programs; Demonstration Programs; Educational Assessment; Educational Research; Intergenerational Programs; *Literacy Education; Outcomes of Education; *Parent Child Relationship; *Parent Education; Parent Influence; Parent Role; *Parents as Teachers; Prereading Experience; *Program Effectiveness; Program Evaluation; Program Improvement
IDENTIFIERS- *Family Literacy

A field evaluation of 14 community-based family and intergenerational literacy programs identified the most effective strategies, structures, and approaches to reach and teach the "hardest to reach." Information was collected through 90-minute telephone surveys with program coordinators and/or executive directors. Although different in structural design, the programs had similar philosophies and approaches in improving family and intergenerational literacy. Literacy skills development had the following characteristics: it addressed learners' needs, issues, and interests; it focused on practical application; it was participatory; and it supported parents in assuming and enhancing their roles as children's "first teachers." Life skills and/or parenting education were a critical component of each program. All programs provided supportive services, a nonthreatening learning environment, broad-based and learner-centered literacy education, traditional and innovative nontraditional instructional approaches, and traditional and nontraditional assessment methods. An outcome of the project was recommendations for program improvement in three major areas--education and service delivery, staffing, and overall administration--and for research, policy, and staff development. (The 25-page report is followed by these appendixes: survey; field research protocol, interview process, and interview questions; program case studies and profiles; and sample program documents. Contains 13 references.) (YLB)

ED 372 296 CE 066 933

Native American Parents as Teachers of Their Children. Final Report and A Four-Part Workshop.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *American Indian Education; American Indians; Educational Responsibility; Elementary Secondary Education; Parent Child Relationship; *Parent Education; *Parent Influence; Parent Responsibility; Parent Rights; *Parents as Teachers; *Parent School Relationship; Prereading Experience; *Reading Instruction; Workshops
IDENTIFIERS- *Native Americans

A project was conducted to develop a series of culturally relevant family literacy instructional materials (written and videotaped) that could be used with undereducated Native American parents who desire to increase their own knowledge, skills, ability, and self-confidence in order to become more effective teachers of their own children. The materials were designed to help parents assist their children with reading and mathematics skills and to assist parents to become more

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Children; Elementary Secondary Education; Instructional Materials; Parenting Skills; Parent Responsibility; *Sex Education; Sexuality
IDENTIFIERS- Colorado; Parent Teacher Association; *Sexually Transmitted Diseases

In line with the National PTA's support of various health topics in the school curricula, the Colorado PTA and Colorado Department of Education formulated this educational booklet for parents and parent groups. Included is general information on the nature of HIV/AIDS and how it is transmitted. Current statistics on AIDS cases in Colorado and the United States are presented along with reasons why schools and parents should become involved in HIV/AIDS education. The kit also lists projects that can be used for HIV/AIDS awareness. Since surveys show that parents hesitate to speak with their children about sexuality, the authors present communication strategies that parents can use to discuss sex and list some of the communication barriers parents and teachers should avoid. Tips are also offered on helping children develop responsibility and decision making skills, and how we all can assist those infected with HIV. Following a discussion of Sexually Transmitted Diseases (STDs) and how to avoid STDs, are lists of HIV and AIDS resources in Colorado and the United States. (RJM)

ED 372 314   CG 025 518

Gfroerer, Joseph
Perceived Availability and Risk of Harm of Drugs: Estimates from the National Household Survey on Drug Abuse. Advance Report Number 5.
PUB DATE- Mar 94
NOTE- 60p.; Tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Attitude Measures; Cocaine; Crack; *Drug Abuse; Heroin; *Illegal Drug Use; Marijuana; *National Surveys; *Public Opinion; Substance Abuse; Tobacco; Trend Analysis

This report contains national estimates of Americans' perceptions of the availability of various illicit drugs and of the risk of harm associated with their drug use. These 1992 estimates are part of an ongoing national survey. The report analyzes three basic perceptions concerning drugs: (1) the relationship between perceptions and use; (2) availability; and (3) risk of harm. On the first perception, results show that drug use correlated with attitudes and beliefs about drugs. Among those who reported that marijuana was easy to get, the rate of current marijuana use was 6.6 percent, compared to a usage rate of only 1.4 percent among those who reported that marijuana was not easy to obtain. For the second perception, 59 percent reported that marijuana was easily procured, with 40 percent claiming that cocaine or crack was readily obtained. Changes in perceived availability from 1991 to 1992 were small and there were decreases in the percent reporting the ready availability of marijuana and cocaine or crack. For the perceived risk of harm, 45 percent believed that occasional marijuana use was associated with great risk of harm, while 68 percent claimed that trying cocaine once or twice could lead to great risk or harm. Perceptions were also recorded on other drugs and on tobacco use. Survey results are presented in 12 tables. (RJM) nonsmokers to be free of tobacco smoke pollution. (RJM)

ED 372 333 CG 025 635

Fiorentino, Nancy; Reilly, Phyllis
Facts on Mentally Ill Chemical Abusers. Clearinghouse Fact Sheet.
PUB DATE- 92
NOTE- 4p.; The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Drug Abuse; Drug Addiction; Mental Disorders; Psychiatric Services; Psychopathology; *Psychosis; Psychotherapy; *Substance Abuse; Therapy

Individuals are considered mentally ill chemical abusers (MICAs) when they exhibit psychotic behaviors and are actively abusing alcohol and/or drugs; are actively psychotic with a history of alcohol or drug abuse; and/or are actively abusing alcohol or other drugs and have a history of severe psychiatric diagnoses. Although some practitioners use different diagnostic labels, MICAs present a clear constellation of behaviors, symptoms, and risk factors, and require specific treatment technologies. Mental health and chemical dependency practitioners noted a rise in the number of MICA clients during the last ten years due to a number of contributing factors, such as the exodus of persons from state hospitals to community care. In the past, treatment for these individuals was hampered by conflicting or uncoordinated treatment programs, misdiagnosis, damaging myths about MICAs, and failure to distinguish between psychiatric disability and chemical dependency. Today, a treatment protocol for the MICA client is emerging and practitioners now agree on a number of treatment strategies: (1) both illnesses must be treated concomitantly; (2) the illness given priority is the one most florid at the time of admission; (3) the psychiatric illness must be controlled to deal with the active chemical dependency; and (4) chemical dependency must be stabilized to treat the psychiatric illness. (RJM)

ED 372 334 CG 025 636

Brick, John
Facts on Marijuana. Clearinghouse Fact Sheet.
PUB DATE- 90
NOTE- 4p.; The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Drug Abuse; Drug Use Testing; Etiology; Illegal Drug Use; *Marijuana; *Pharmacology

Marijuana or Cannabis is a weed which grows in many different parts of the world. The plant may be altered into different forms to allow various forms of ingestion. Although marijuana's contexts. The next section looks at the complex family system and its influence on supervision. Marriage and family supervisory modalities are identified and their benefits are discussed. Contemporary forces shaping marriage and family supervision are described and the impact of social constructionism on marriage and family supervision is considered. A constructionist supervision method that uses a reflecting team of peers is described. Narrative-informed supervision is also presented. The digest concludes that promising additions to the field of marriage and family supervision involve questioning and collaborative team approaches that aid trainees in exploring and living out their ideal ways of being counselors. Contains 7 references. (NB)

ED 372 355 CG 025 757

Juhnke, Gerald A.; Culbreth, John R.
Clinical Supervision in Addictions Counseling: Special Challenges and Solutions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alcoholism; *Counseling Techniques; *Counselors; *Drug Addiction; *Supervision; Supervisors; Supervisory Methods
IDENTIFIERS- ERIC Digests

This digest focuses on the clinical supervision of counselors involved in addictions counseling. An overview notes the growing field of addictions counseling and describes Powell's model of clinical supervision which blends aspects of several supervision theories. This model is developmental in nature, addresses nine descriptive dimensions of clinical supervision issues. These include: influence, therapeutic strategy, and counsel or in-house treatment. Issues specific to addictions counseling and supervision are outlined. The next section considers what it is that makes addictions supervision different from other forms of supervision. Three supervision issues that are idiosyncratic to substance abuse counseling are identified: the fact that a significant number of addictions treatment providers are paraprofessionals; the belief of many professional counselors and paraprofessionals facilitating addictions treatment that one must be in recovery to provide effective treatment; and that, to some degree, all treatment providers are influenced by personal issues. Other ingredients vital to the supervision process are discussed. Contains 5 references. (NB)

ED 372 356 CG 025 758

Henderson, Patricia
Administrative Skills in Counseling Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administration; Counselors; *Counselor Training;

foster such development. The digest suggests that children develop phonics knowledge by: having familiar stories or poems read to them repeatedly; discussing letter/sound relationships in the context of authentic reading selections; reading favorite stories, songs, and poems independently or with a peer; and developing their own strategies for learning letter/sound patterns. The digest discusses ways teachers can help children develop phonics knowledge: (1) have faith in children as learners; (2) discuss interesting patterns of onsets and rimes in the context of shared reading experiences; (3) emphasize the use of letter/sound cues along with prior knowledge and context; (4) foster the acquisition of phonics knowledge indirectly, through various means; (5) be alert for children's idiosyncratic ways of developing phonics knowledge; and (6) provide additional materials and help for individual children. (RS)

ED 372 376   CS 011 796

Binkley, Marilyn, Ed.; Rust, Keith, Ed.
Reading Literacy in the United States: Technical Report of the U.S. Component of the IEA Reading Literacy Study.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 681p.; The study utilized contractual support from Westat, Data Recognition Inc., and the Council of Chief State School Officers (CCSSO).
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; Grade 4; Grade 9; Intermediate Grades; Junior High Schools; Literacy; *Reading Ability; *Reading Achievement; Reading Research; Research Methodology
IDENTIFIERS- *International Evaluation Education Achievement; *United States

This technical report covers almost every aspect of the United States component of the International Association for the Evaluation of Educational Achievement's (IEA) International Reading Literacy Study, from the inception of the project to the production of the reports. The report notes that since much has already been learned from studies such as the National Assessment of Educational Progress about the reading achievement of fourth and ninth graders, a primary objective in analyzing the data was to go beyond traditional approaches to the analysis and reporting of results. The first part describes all aspects of the process by which data on students, teachers, and schools were collected. The second part describes various aspects of the properties of the reading achievement instruments used, and an initial overview of the reading literacy skills of a few major subgroups. The report culminates in the third part, which describes the methods used to analyze the data and the findings of these analyses. Contains 146 tables and 67 figures of data. Reading literacy tests and student, teacher, and school questionnaires are attached. (RS)

ED 372 377   CS 011 797

Guthrie, John T.; And Others
Policies for Integrated Reading Instruction Related to a State-Wide Improvement Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

While it is true that the Chinese political system is hierarchical--no two people are considered equal--this system engendered its own kind of rhetoric. The Machiavellian rhetorical theories of Han Fei-tzu illustrate the necessity of a certain kind of persuasion suited to the imbalance of power between the speaker and listener. Couching and phrasing an argument correctly could be a matter of life and death in ancient China. In ancient Chinese oratory, the speaker is always male, a person of authority and nobility; his motive is to carry out his social duty, for example, to help the ruler make just policies and promote social harmony. The audience is usually one person, the ruler, who is passive and less cooperative than the audience generally envisioned in Western rhetorical theories. (Contains 22 references.) (TB)

ED 372 396   CS 214 420

Gore, Robert C.
Technological Innovations and the English Curriculum.
PUB DATE- May 94
NOTE- 11p.; Paper presented at the National Institute for Staff and Organizational Development International Conference (Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cooperation; Educational Technology; *English Instruction; *Freshman Composition; Higher Education; Overhead Projectors; Writing Processes
IDENTIFIERS- *Collaborative Writing; Del Mar College TX; Process Approach (Writing); Technology Utilization

A first-year English composition instructor at Del Mar College, Texas, incorporates technology into the English curriculum by using a computer and a panel overhead projector, which allow for class collaboration in the production of a work. A student volunteer does the typing while the class engages in discussions about topics for a process paper, a "How to..." paper. The instructor often uses levity to start with to get the students into a relaxed mood. Topics included "How To Kill Time," "How To Cook Pinto Beans," and "Health Foods--Home Grown." The computer overhead need not be limited to the teaching of composition--it is as endemic to the teaching of literature as it is to the writing of analyses and the teaching of the Modern Language Association's form for parenthetical citations and the Works Cited page(s). (Teaching samples of MLA citations, outlines of three process papers, and the collaboratively written recipe for pinto beans are attached.) (RS)

ED 372 397   CS 214 421

Claywell, Gina
Recreating Realities: An Ethnographic/Case Study Approach to the Historic Composition Classroom.
PUB DATE- 19 Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

Students can then be exposed to the five conflict styles (competition, compromise, collaboration, avoidance, and accommodation) by having students complete a questionnaire which presents statements about behaviors during conflict, or by having students write down both the dialogue and actions they would enact in one or several conflict situations. Students also need to become aware of what kind of communication can lead to problem solving. Many of these effective communication techniques are already taught in the basic course: awareness of perceptions, active listening, empathy, perspective-taking, nonverbal communication, and organized and clear presentations. Whether discussing conflict management for a day, a week, or two weeks, with at least one exercise and discussion on conflict management, students can be familiarized with a key tool for communicating in today's diverse world. (RS)

ED 372 416 CS 508 607

Clucas, Eric
Digging the Ego State for Communication Data.
PUB DATE- Aug 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1993). Color chart may not reproduce as originally intended.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; *Audience Analysis; *Audience Response; Case Studies; Communication Research; Higher Education; *Research Methodology
IDENTIFIERS- Research Suggestions

Advertisers have leaned heavily upon researchers to answer the question of what the advertisers get for the money they spend. Researchers have used a wide variety of methods, including a split cable simulated test market. Wilder Penfield's 1950s research may help other researchers better understand what goes on in the mind of consumers as a result of being exposed to advertising. Applying a mild electric probe to the temporal cortex of the brain, Penfield established that memories are retained in their natural form as ego states (coherent systems in which sensory stimuli are inseparable from what was felt and understood at the time of experiencing the stimuli); and two different ego states can occupy consciousness simultaneously. After some false starts, a researcher was able to have respondents re-live the original unselfconscious advertising experience, which opened up the flood gates to a whole stream of communication information. Such data-gathering techniques do not measure recall (what survives in the memory) but communication--what was actually seen, heard, and read at the time, what this conveyed, and what rational and/or emotive response it evoked. Analysis of a television commercial for a Magnavox television with remote control indicated that, for the audience, the remote control was the symbol of advanced technology, not the push-button controls as expected by the advertiser. To discover what commercial the audience carries away in its head, researchers need to use their own counterpart to Penfield's electric probe. (A four-color chart is included.) (RS)

ED 372 417 CS 508 609

Myers, Scott A.

class formed two groups to work on reenacting "The Three Little Pigs." The students enjoyed the reenactments and wanted to reenact their stories again after seeing the other group's reenactment. The students then moved on to reenacting unfamiliar fairy tales. The addition of a puppet stage with a variety of puppets was successful, and showed how language, cooperation, story comprehension, oral expression, and imagination are all developed in this creative play. The teacher was surprised and excited at the transformation the students made into various kinds of characters by just putting on a different shirt, hat, or skirt. The dress-up area soon became one of the most popular places in the classroom. Students developed higher-level thinking skills as they made decisions about characters, plot, and setting in reenacting their characters. They developed social skills as they listened to others' ideas and learned to compromise in the choices they made as a group. (Contains 14 references.) (RS)

ED 372 436 CS 508 631

White, Shirley A.; Nair, K. Sadanandan
Cultural Renewal: An Operational Model for Sharing Diversity through Participatory Communication.
PUB DATE- Jul 94
NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Education; *Cultural Context; *Cultural Differences; Cultural Interrelationships; *Development Communication; *Futures (of Society); Higher Education; Holistic Approach; Intercultural Communication; Models
IDENTIFIERS- Communication Competencies; Dialogic Communication

Managing cultural diversity is recognized as one of the most pressing challenges to be faced in the 21st century by development communication scholars and practitioners. Meeting that challenge requires formulation of communication concepts, theories and practices which enable sharing and blending diversity among the world's multi-communal, multi-racial, multi-ethnic, multi-religion, multi-familial communities and peoples. A "Cultural Renewal Model" can become the action framework for sharing and blending diversity through participatory communication at the local community level. The model incorporates a dialogic process at the local level in formulating common goals for both economic and cultural development, and utilizes participatory research methods. "Cultural Renewal" is operationalized as a systematic self-examination of heritage and human ecology at all levels of community. Cultural renewal takes a holistic view of communities assessing their cultural context through participatory research, critical reflection, and analysis. Participatory communication holds potential for reducing the possibility of destructive conflict between groups, between communities, between nations whether powerful or powerless. Participatory communication reinforces the purposes of liberation, freedom, justice, and egalitarian ideologies--all related to issues of diversity. It not only enables people to become partners in communication decision making but simultaneously provides a process which facilitates development of communication competencies. (Contains 47 references and a figure illustrating the cultural renewal model.) (Author/RS) craft lies in creating learning experiences that facilitate concept development and challenge misconceptions from which students actively build, modify, and extend their conceptual understanding. Concept mapping is accepted as one of several research and evaluation tools that are valid devices for assessing conceptual change. Concept mapping has also been identified by teachers and researchers as a tool for assisting teachers to organize their teaching strategies. Conceptual understanding is influenced by the prior knowledge brought by students to learning situations. Effective teaching entails recognizing students' prior knowledge including any alternative frameworks and adopting teaching strategies to acknowledge those frameworks. Scientific facts, if learned in a meaningful, rather than rote, manner produce much in students' minds. Having identified their students' prior learning, educators are then faced with the challenge of creating learning experiences to facilitate meaningful learning and conceptual understanding. Meaningful communication of concepts can be taught through the use of contexts and case studies; discrepant events (when a mismatch exists between the preconceptions that students bring to a learning situation); analogies, metaphors, and similes; examples and non-examples; and multiple representations of verbal and nonverbal information. Four tables and two figures illustrating aspects of the various teaching methods are included. (Contains 36 references.) (RS)

ED 372 456   CS 508 658

Latourette, Deb; And Others
An Integrated Approach to Studying Mass Media Audiences.
PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audience Analysis; Comparative Analysis; Higher Education; Interviews; *Mass Media Use; Media Research; Qualitative Research; Statistical Analysis; *Undergraduate Students
IDENTIFIERS- Contextual Analysis; Daily Activities; DePaul University IL; Loyola University IL; Northwestern University IL

Based on the premise that multimethod approaches that integrate quantitative and qualitative research methods are best suited to contextual studies of media audiences, two studies of mass media use and meaning were conducted with college undergraduates. Research grew out of a classroom assignment wherein students avoided all media products (films, TV, etc.) for a 24-hour period to focus attention on the place of media use in their lives. This was also what was asked of the subjects in the study. Initial subject pool consisted of 80 undergraduates at Loyola of Chicago, of whom 31 completed the study. The study was broadened to include subjects drawn from Northwestern and DePaul; the numbers were increased from 80 to 250. Of these 250, 89 completed the study, 49 experimental subjects and 47 control subjects. Subjects were pretested and surveyed. The second study extended the fast period to 48 hours, some items in the pretest were changed, tests of subjective mental health and self-image were added, and participants were encouraged to volunteer for follow-up interviews. Tests to determine the comparability of Study 1 and Study 2 quantitative results were performed on 28 variables.

and creating a nurturing environment. They had been hired by school boards to act as change agents, which was also one of their primary strengths. The second study used the same methodology as the first; in addition, however, it used the Leadership Practices Inventory-Self instrument to measure the extent to which the female superintendents adopted 5 leadership practices and 10 behaviors. Findings indicate that most of the urban and rural superintendents were hired to be change agents. Both groups placed a primary value on human relationships in the organization, and used leadership practices that were characteristic of the new paradigm of transformational leadership. One table is included. (Contains 30 references.) (LMI)

ED 372 475 EA 025 951

Anderson, Beverly L.
Successful Curriculum Reforms: Sharing the Knowledge with Policymakers and Practitioners in Ways That Influence Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Sep 92
NOTE- 21p.; A Curriculum Reform Project Report.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communications; *Curriculum Development; *Curriculum Research; *Diffusion (Communication); *Educational Research; Elementary Secondary Education; *Information Dissemination; Information Utilization; Publicity; Research and Development; Theory Practice Relationship

The products of research and the successes of curriculum reforms are often inaccessible to teachers, administrators, and policymakers. This paper was designed to help researchers communicate their knowledge of successful curriculum reform to policymakers and practitioners, in order to influence practice. It focuses on making more effective use of limited resources and presents a prototype communication strategy design based on four essential issues: (1) communications as a tool for sharing fundamental curriculum reform; (2) communications mechanisms; (3) the context of communications; and (4) communications tone, style, and format. The final section describes a prototype communications strategy, from defining objectives to preparing a publication and visual materials. One figure is included. (LMI)

ED 372 476 EA 025 952

Stratton, Jean A.
Helping Kids To Probe and Ponder: Integrating Higher Order Thinking into the General Curriculum.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Aug 92
NOTE- 29p.; A Curriculum Reform Project Report.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Critical Thinking; *Curriculum Development; Educational Change; *Educational

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; Educational Planning; Elementary Secondary Education; *School Restructuring; *State Action; Statewide Planning; Theory Practice Relationship
IDENTIFIERS- *Vermont

Educational research seldom addresses the role of the practitioner who must translate the need for change into practice. Written by practicing school administrators in the state of Vermont, this book offers a cohesive rationale and philosophical direction for educational reform, identifies successful reform initiatives, and illustrates how these activities can be implemented in the real world of education. Section 1 contains two chapters that review the need for educational change. The second section includes five chapters that present a different concept of collaborative leadership. The transformation of the teaching and learning process is addressed in the five chapters of Section 3. The fourth section describes new directions in teacher and administrator education, with a focus on a different relationship with higher education. Section 5 includes four chapters that examine how the definition of the educational community must be expanded to include state agencies, social service agencies, and businesses. The final section contains two chapters that attempt to integrate all the pieces of restructuring. (LMI)

ED 372 497 EA 025 983

Report to the Legislature on the Schools for the 21st Century Program (Chapter 525, Laws of 1987). Executive Summary.
PUB DATE- Jan 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Cooperation; Elementary Secondary Education; Outcomes of Education; *Participative Decision Making; Resistance to Change; *School Based Management; *School Restructuring; *State Programs
IDENTIFIERS- *Washington

In May 1987, the Washington State Legislature passed Chapter 525 Laws of 1987 (Substitute Senate Bill 5479) that authorized the Schools for the 21st Century Program. This report presents information about the progress and results of that program. The State Board of Education selected 33 schools to be awarded 10 additional staff days; supplemental funding; and the opportunity to request waivers from local bargaining contracts, district policies, and state regulations for the purpose of school restructuring. Themes among the participating schools included school-based management and collaboration among teachers, parents, community members, and school administrators. Findings indicate that the program was successful in improving student learning by linking local decision-making in the educational change process with time, waivers, and resources. Barriers to change included lack of time, resistance to change, and difficulty in developing group consensus. Conclusions are that: (1) with proper incentives, locally-based shared decision-making is the most effective way to develop and implement positive school change; and (2) time for staff collaboration is the single most important ingredient

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Chronic Illness; Cultural Background; *Cultural Differences; *Disabilities; *Education Work Relationship; Ethnic Groups; Federal Legislation; Job Placement; Mexican Americans; Performance Tests; Secondary Education; Severe Disabilities; Student Evaluation; *Supported Employment; *Transitional Programs; Vocational Evaluation
IDENTIFIERS- *Performance Based Evaluation

This collection of four papers examines various aspects of the transition from school to adulthood and employment for individuals with disabilities. The first paper, "An Analysis of Transition Assessment Practices: Do They Recognize Cultural Differences?" (Teresa A. Dais), discusses the need for assessment practices to meet the needs of culturally and ethnically diverse students and describes authentic or performance-based assessments. "Culture-Specific Variables That May Affect Employment Outcomes for Mexican-American Youth with Disabilities" (Nancy Meier-Kronick) addresses such issues as the parental/family network, cultural view of disability, religious influences, acculturation levels, language issues, education and employment relationships, substance abuse, folk illnesses, and specific cultural concepts such as "machismo" and "familism." Research on employment outcomes for Latino youths with disabilities are reviewed. "Moving Out into the World: Transitions from Adolescence to Adulthood for Students with Chronic Illness and Other Disabilities" (Pamela Luft and Frank R. Rusch) reviews transition-related legislation and uses two student and family scenarios to illustrate the transition process from a social systems perspective. "Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities" (Stephen S. Rubin) emphasizes the importance of evaluating individual strengths and weaknesses as part of the job placement process. (Each paper contains references.) (JDD)

ED 372 519 EC 303 151

Dais, Teresa A.
An Analysis of Transition Assessment Practices: Do They Recognize Cultural Differences?
PUB DATE- 93
NOTE- 19p.; In: Dais, Teresa; And Others. Selected Readings in Transition: Cultural Differences, Chronic Illness, and Job Matching. Volume 2; see EC 303 150.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Differences; Culture Fair Tests; *Disabilities; *Education Work Relationship; Elementary Secondary Education; Evaluation Methods; *Minority Groups; Portfolios (Background Materials); Standardized Tests; *Student Evaluation; *Test Bias; Test Use; Test Validity; Transitional Programs
IDENTIFIERS- Direct Assessment; Dynamic Assessment; *Performance Based Evaluation

This review analyzes traditional standardized assessment practices to determine if they recognize cultural, linguistic, socioeconomic, and disability differences. It then examines the extent to which these assessment practices are being used in transition for decision-making and predicting post-school outcomes. The review begins with a historical overview of testing. It discusses three types of standardized assessments:

pitfalls. Six steps in implementing inclusive aprograms are discussed: (1) form a representative planning group; (2) engage in consensual "visionizing"; (3) assess needs and determine priorities; (4) form school-level planning teams; (5) form individual student planning teams; and (6) implement recommended changes. Techniques are presented for addressing challenges that schools face during the implementation of inclusion. These challenges concern modifications in school organization, identifying and providing supports, modifications in teachers' roles, meaningful participation, inclusion across different age groups, community-based instructional programs, and integration of related services. The final section discusses how inclusive programs can be evaluated. Appendices list six videotapes on inclusion and other materials available from the Virginia Statewide Systems Change Project. (Contains approximately 65 references.) (JDD)

ED 372 537 EC 303 169

Korinek, Lori
Positive Behavior Management: Fostering Responsible Student Behavior.
PUB DATE- Mar 93
NOTE- 31p.; Chapter 9 in: Billingsley, Bonnie S.; And Others. Program Leadership for Serving Students with Disabilities; see EC 303 164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Behavior Change; Behavior Modification; Behavior Problems; *Classroom Techniques; *Disabilities; Elementary Secondary Education; Needs Assessment; *Program Development; *School Administration; *Student Behavior
IDENTIFIERS- *Behavior Management

This chapter on positive behavior management is taken from a guide to designing, implementing, and evaluating instruction and services for students with disabilities. The chapter describes considerations in designing positive management programs to prevent inappropriate student behaviors, foster the development of student responsibility, and respond to behavior problems in a way that supports students and promotes their learning of appropriate social and classroom behavior. The chapter outlines the components of positive behavior management systems; the benefits of a positive approach to management versus punitive discipline; guiding principles and specific strategies to foster positive, responsible student behavior; and methods of implementing the strategies by school leaders. Appendices list resources for informal needs assessment for planning student support programs, classroom strategies for promoting positive student behavior, administrative strategies to promote positive behavior management, and 12 commercial programs/resources for social skills instruction. (Contains 25 references and a list of 20 additional resources.) (JDD)

ED 372 538 EC 303 170

Cline, Beverly V.; And Others
Planning and Implementing Effective Staff Development Programs.
PUB DATE- Mar 93
NOTE- 29p.; Chapter 12 in: Billingsley, Bonnie S.; And Others.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Access to Education; *Assistive Devices (for Disabled); *Disabilities; Educational Technology; Elementary Secondary Education; *Mainstreaming; *Social Integration; *Technology
IDENTIFIERS- *Inclusive Schools

Through technology, students with disabilities are identifying new options for participation, exerting more control, making more choices, and interacting more effectively. Inclusion, as a policy and as a practice, is reducing the physical and social isolation encountered by individuals and families, broadening expectations, reducing limits, and expanding choices. Technology and inclusion go hand in hand. Without technology supports and accommodations, many students cannot take full advantage of education. Without the opportunities for interaction found in inclusive settings, students cannot truly demonstrate their abilities. The following areas should be analyzed to determine whether technology support has the potential to facilitate the child's participation: (1) transportation to and from school and related events; (2) physical access; (3) classroom/library equipment and modifications; (4) shop/vocational education; (5) lunchroom; (6) playground/gym; (7) evaluation/assessment; (8) curriculum; (9) Individualized Education Program or Individualized Family Service Plan; (10) training; and (11) planning and policy. Several questions to consider in analyzing each area are listed. (JDD)

ED 372 558   EC 303 190

Shriner, James G.; And Others
State Special Education Outcomes, 1993: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 94
NOTE- 107p.; For previous reports, see ED 348 805 and ED 363 044.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Data Collection; *Disabilities; Dropouts; *Educational Assessment; Elementary Secondary Education; High School Graduates; High Schools; National Surveys; Needs Assessment; *Outcomes of Education; State Programs; *State Standards; Student Educational Objectives; Student Participation; Student Placement

This report presents the results of the third national survey of state activities in the assessment of educational outcomes for students with disabilities. The report does not contain actual outcomes data on students with disabilities. Twenty-three tables present data on: number of students in general education and special education in each state; types of participation and exit data collected; state assessments of outcomes; inclusion of students with disabilities in data collection; barriers to outcome assessment and state needs for outcomes assessment; state practices, programs, and plans; and nontraditional state assessments. For each state, text sections describe activities in selected outcomes areas, including academic achievement, be based on the inclusion of early childhood specialists on state agencies responsible for credentialling and certification, that standards be developed which are separate from existing general education or special education certifications, and that these standards apply to personnel serving children in the birth-to-eight range. Principles for developing certification standards should include the importance of graduate level training, and the value of outcome-based, not course-based, credentialling standards. (DB)

ED 372 578 EC 303 211

Sapon-Shevin, Mara
Playing Favorites: Gifted Education and the Disruption of Community.
PUB DATE- 94
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Grouping; *Educational Philosophy; Elementary Secondary Education; Enrichment Activities; *Gifted; Heterogeneous Grouping; Homogeneous Grouping; Parent Attitudes; Special Classes; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Inclusive Schools

This book critically examines gifted education in America as a demonstration of meritocracy and elitism in education. It is contended that, by creating and funding gifted programs, schools engage in a form of "educational triage", providing high quality education to an elite minority. The book addresses questions concerning the relationship between tracking and gifted education, assumptions underlying support for gifted education, the limited discourse about the validity of gifted education, and the interests served by this limited discourse. Alternative ways of thinking about education which do not involve identifying, labeling, and separating children as "gifted" are then offered. Inclusive schools are proposed and suggestions given of how curriculum can be structured in purposefully heterogeneous classrooms. Individual chapters have the following titles: (1) "Underserved and Over-Deserving: Rationales for the Support of Gifted Education"; (2) "They're Good, They Don't Ask: Silence and Voice on Gifted Education"; (3) "It Takes a Special Person To Work with Those Kids: Teachers and the Gifted Category"; (4) "These Kids Really Show Themselves Early: Choosing Children for the Enrichment Program"; (5) "I Only Want What's Best for My Child: Parents and Gifted Education"; (6) "The Kids with Disposable Incomes: Meritocracy and Gifted Education"; and (7) "Visions of an Inclusive Future." Contains 115 references. (DB)

ED 372 579 EC 303 212

Subotnik, Rena F., Ed.; Arnold, Karen D., Ed.
Beyond Terman: Contemporary Longitudinal Studies of Giftedness and Talent.
PUB DATE- 94
NOTE- 464p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adults; Career Development; Creativity; Elementary Secondary Education; Females; *Followup Studies; *Gifted; High Achievement; Leadership; *Longitudinal Studies; Males;

Spanish: The Phoenix Experiment.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Elementary School Students; *FLES; Grade 5; Grade 6; Instructional Materials; Intermediate Grades; Material Development; Middle Schools; *Parent Participation; *Parents as Teachers; Program Descriptions; Second Language Instruction; *Second Languages; *Spanish; Teacher Developed Materials; Teaching Methods; Volunteers; Volunteer Training
IDENTIFIERS- Arizona (Phoenix); *Madison School District AZ; Middle School Students

A Madison School District (Phoenix, Arizona) program in which parent volunteers teach Spanish to fifth and sixth graders is described. The program originated with the author, who as a parent volunteer had been teaching Spanish to her child's class. First, a brief account is given of the history of foreign languages in the elementary school (FLES) and of currently used low-cost FLES methods. In the Madison School District, parent desire for a foreign language program was strong despite minimal financial resources and lack of appropriate instructional materials. In the middle school in question, the seventh- and eighth-grade Spanish teacher agreed to write 20 fifth- and sixth-grade lessons leading into the later curriculum, and parent volunteers were recruited through the school newspaper and parent-teacher association. Each volunteer received instruction on lesson presentation from the author and the Spanish teacher. Volunteers were found to be conscientious and committed, and the program became an opportunity for friendships and parent involvement. Challenges to be met included support of administration, teachers, and parents; parent preferences and conflicts; a malfunctioning copy machine; and a major cultural project--a school fiesta. A list of references and a sample lesson are included. (MSE)

ED 372 597 FL 022 001

Da Que Hablar (Something To Talk About), 1991-1993.
PUB DATE- Nov 93
NOTE- 289p.
LANGUAGE- Spanish
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- Content Area Reading; Higher Education; Illustrations; *Instructional Materials; Secondary Education; *Second Language Instruction; *Spanish
IDENTIFIERS- *Authentic Materials

This document consists of all 14 issues of a bimonthly serial, from its inception in May 1991 through November 1993. "Da Que Hablar" provides numerous authentic materials from magazines and newspapers to stimulate discussion in Spanish in the foreign language classroom. The articles cover topics such as current events, cultural issues, sports, celebrity profiles, and cities to visit. Comprehension questions follow each section, and activities such as crossword puzzles are also included. A number of relevant illustrations and photos are provided in each issue. (KM)

Silber, Ellen S., Ed.; Krug, Clara, Ed.
Selected Essays and Curriculum Units: Foreign Language Instruction through the Study of Literary Texts. French, German, Spanish.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- May 92
NOTE- 98p.; An N.E.H. Academic Alliances Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Guides; Essays; French; *French Literature; German; *German Literature; Higher Education; High Schools; *Instructional Materials; Literary Criticism; *Second Language Instruction; Spanish; *Spanish Literature; Units of Study
IDENTIFIERS- Borges (Jorge Luis); Brecht (Bertolt); Maupassant (Guy de)

This guide presents essays and curriculum units designed for use by secondary and college teachers of French, German, and Spanish as a foreign language. The first section of the work includes two essays, in French, and eight curriculum units based on the stories of Guy de Maupassant. The second section contains seven curriculum units that incorporate the German-language stories of Bertolt Brecht. The final section contains two essays, in Spanish, and six curriculum units based on the stories of Jorge Luis Borges. Each essay and curriculum unit is keyed to specific stories by Maupassant, Brecht, and Borges. (MDM)

ED 372 621 FL 022 313

Cohen, Andrew D.
The Processing of Foreign-Language Reading Tasks in Immersion Classrooms.
PUB DATE- Feb 94
NOTE- 13p.; For a related study, see FL 022 314.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Cognitive Processes; Elementary Education; Elementary School Students; *English; *Immersion Programs; Language Attitudes; Language Role; Language Usage; Mathematics Skills; *Reading Processes; *Second Languages; *Spanish; *Student Attitudes
IDENTIFIERS- *Native Language

This study sought to examine to what extent language learners in an immersion classroom used their native language and the foreign language when performing the cognitive operations involved in math word problems. Thirty-two third- through sixth-graders in a Spanish immersion program participated in the study. Data were collected through: (1) interviews; (2) student questionnaires that covered pupils' abilities, attitudes, and preferences with regard to thinking in Spanish; (3) classroom observations; and (4) background information such as school grades, achievement test scores, and extracurricular exposure to Spanish. The findings revealed that English seemed at times to play a more prominent role in the students' internal language environment than did Spanish. In responding to word problems in math, fifth- and sixth-graders reported favoring

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; *Bilingual Education Programs; Bilingual Teachers; Classroom Techniques; Curriculum Development; Dropout Prevention; Educational Technology; Elementary Secondary Education; English (Second Language); *Gifted; Identification; Inservice Teacher Education; Instructional Innovation; Language Proficiency; Limited English Speaking; *Special Education; *Talent; Teacher Characteristics; Teacher Effectiveness; Team Teaching; Writing Instruction

This collection of papers on bilingual education, presented at the previous two NABE annual conferences, focuses on special programs, gifted and talented education, special education, and innovative teaching approaches. Articles include: "Writing Instruction for Limited English Proficient Students: A Survey of Teachers' Perceptions" (Laurie R. Weaver, Yolanda N. Padron); "Curriculum Extension for the Gifted and Talented Student with Limited English Proficiency" (Judith A. Marquez, Cheryl B. Sawyer); "Developing and Using Collaborative Bilingual Special Education Teams" (Kathleen C. Harris, Ann Nevin); "A Qualitative Assessment Method for Accurately Diagnosing Bilingual Gifted Children" (Virginia Gonzalez, Patricia Bauerle, Maria Felix-Holt); "Consultation and Collaboration: English as a Second Language and Regular Classroom Teachers Working Together" (Rita van Loenen, Perry Kay Haley); "Valued Youth Program: Dropout Prevention Strategies for At-Risk Youth" (Maria Robledo Montecel, Josie D. Supik, Aureli Montemayor); "Bilingual Technology Equalizes Opportunities in Elementary Classroom" (Angela Mielke, Chencho Flores); Staff Development Specialists for Bilingual and Bicultural Education Programs: A Training Program" (Liliana Minaya-Rowe); "The Emergence of the Framework for Intervention" (Joan Wink); and "Effective Bilingual and ESL Teachers: Characteristics and the Oral Language Proficiency of Their Students" (Lilliam M. Malave). (MSE)

ED 372 641 FL 022 342

Weaver, Laurie R.; Padron, Yolanda N.
Writing Instruction for Limited English Proficient Students: A Survey of Teachers' Perceptions.
PUB DATE- 94
NOTE- 15p.; In: Malave, Lilliam M. Ed. National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93. See FL 022 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Elementary Education; Elementary School Teachers; English (Second Language); *Limited English Speaking; Surveys; *Teacher Attitudes; *Writing Instruction; *Writing Strategies

A survey investigated the attitudes of 52 elementary school teachers of limited-English-proficient (LEP) students concerning their preference for product- or process-oriented writing strategies for this population. The teachers were administered a questionnaire on which they indicated preference, on a four-point scale, for 28 product- and process-oriented writing strategies identified as most commonly used by English-monolingual and bilingual students during the composing process. Results indicate the teachers perceived the process-oriented strategies as most important for teaching LEP students, in contrast to earlier studies that suggest process-oriented writing strategies are little used in the English-as-ain the field of business education: "Economics Education" (Bruce Stirewalt); "Information Systems Laboratory" (Michael Totaro et al.); "Utilizing Computers in the Teaching of Keyboarding" (Cynthia Bertrand); "Variations on a Business Theme" (Robert Gryder, Isabelle Blanco); "An Administrative Support Occupations Course" (Betty A. Kleen, Hilda Morrison); "Effects on an Internship Program on Male and Female Students" (Judith Lyles); "Business Communication Principles" (Nelda Spinks, Barron Well); "Computer Use in Business Courses" (Bettye Robinson, Robert Robinson); "Teacher Preparation" (Edward Zuber, Thomas Mize); "Intercultural Literacy in Business Education" (Donna Redmann, Bobbye David); and "Business and Education -- a Closer Relationship" (Janet Treichel). Volume 2 presents: "Why Professional Organizations?" (Michael G. Curran, Jr.); "Making the Walls Come Tumbling Down" (June S. Atkinson); "Multimedia--Ready or Not, Here It Comes! (Beverly Oswalt); "Issues and Trends Affecting Office Workers in Large and Small Organizations with Implications for the Business Education Classroom" (Donna Holmquist); "Computer Conferencing and Nominal Group Interaction: Alternatives for Problem-Solving Equivalency" (James L. Morrison); "What Topics Need To Be in Business Communication Classes" (Larry R. Honl, Larry G. Pagel); and "Employee Selection Criteria for College Graduates" (Walter Creighton, Bob Gillan). Research papers in volume 3 are: "Incorporating Multicultural Awareness into the Business Communication Curriculum" (Mary Jean Evers-Lush, Phyllis A. King); "Computer Teaching Labs Design and Administration" (John T. Jayne, Gwen Smith); "Preparing Graduates for the Transition to Work: A Taxonomy of Critical Skills" (Elwood F. Holton, III); "Business Education in the School Library" (Sandra C. Duling, Angele Brill); "Business Education Curriculum Guides for the 1990's" (Betty A. Kleen); "Business Teacher Education for the 21st Century" (Wanda L. Stitt-Gohdes); "What Does the Future Hold for Office Occupations?" (Donna J. Keenan); and "Major Actions Influencing Business Education" (James Calvert Scott, Dennis LaBonty.) (KC)

ED 372 184   CE 066 684

Study on Job Training for Welfare Recipients Has Only Limited Implications for Welfare Reform Debate.
PUB DATE- 18 May 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Education; Economically Disadvantaged; *Employment Programs; Federal Legislation; Federal Programs; *Females; Income; *Job Placement; *Job Training; *Program Effectiveness; *Welfare Recipients; Womens Education
IDENTIFIERS- Aid to Families with Dependent Children; Job Training Partnership Act 1982; *Welfare Reform

A study used data on the characteristics, Job Training Partnership Act (JTPA) program activities, and quarterly earnings of about 6,500 adult female Aid to Families with Dependent Children (AFDC) recipients who enrolled in JTPA programs in 11 states during Program Year 1986. The study tracked the experiences of the women in the JTPA programs and examined their employment and earnings for 2 years after leaving the programs. Findings showed about three-quarters of the AFDC/JTPA participants were placed into jobs. Of those who were placed in jobs, slightly over half had earnings in all 4 meeting, and communique. Both reports list recipients of four SCVTE awards since 1985, the SCTVE's membership rosters (for the years 1989-1991 and 1991-1993), SCTVE responsibilities, and former councilors and council publications. (MN)

ED 372 202 CE 066 795

Dillon, Brenda M.; And Others
Perkins-JTPA Evaluation: Analysis of Adequacy, Effectiveness, and Coordination for the Two Years Ending June 30, 1992.
PUB DATE- 93
NOTE- 50p.; Update of ED 319 951.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); Cooperative Planning; Coordination; *Educational Planning; Federal Aid; *Job Training; Partnerships in Education; Postsecondary Education; Program Effectiveness; Program Implementation; Secondary Education; Statewide Planning; Tables (Data); *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Job Training Partnership Act 1982; Minnesota

A study examined the coordination of Minnesota vocational education and job training programs implemented with funding from the Perkins Act and Job Training Partnership Act (JTPA). A questionnaire regarding the coordination of job training and vocational-technical education was mailed to all of Minnesota's service delivery area (SDA) directors, secondary vocational directors, and technical college administrators. Responses were received from 10 of 17 SDA directors, 38 of 55 secondary directors, and 24 of 34 administrators. The major findings were as follows: a working definition of coordination is needed so that coordination can be discussed; conflicting eligibility requirements make coordination between Perkins and JTPA programs difficult; and many secondary vocational directors have little or no direct opportunity for involvement with Perkins or JTPA funding. It was recommended that Minnesota's State Board of Education, State Board of Technical Colleges, and Governor's Job Training Council develop a mutually acceptable working definition of coordination and work to improve secondary vocational directors' knowledge/skills in obtaining and using Perkins and JTPA funds. It was also recommended that Minnesota's technical colleges appoint representatives of private industry councils to serve on their general and program advisory committees. (Appended are the questionnaire and lists of acronyms and project committee members. Included are 28 tables. Contains 12 references.) (MN)

ED 372 203 CE 066 796

Feickert, Joan Davis; And Others
Focus on Process Improvement: An Evaluation of the Use of the RFP Process in the Distribution of Federal Workforce Education Funds in Minnesota. Perkins-JTPA Evaluation.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Organizations; Employee Attitudes; *Federal Aid; *Grants; *Job Training; Postsecondary Education; Program Effectiveness; *Program Proposals; Questionnaires; Resource Allocation; State Agencies; State Surveys; Technical

Washington, DC. National Workplace Literacy Program.
PUB DATE- Jun 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Reading Programs; Bilingual Education; Community Colleges; Consortia; Cooperative Planning; Cultural Awareness; Curriculum Development; Demonstration Programs; Employer Attitudes; English (Second Language); High School Equivalency Programs; *Lifelong Learning; *Literacy Education; Outcomes of Education; *Partnerships in Education; *Program Effectiveness; Questionnaires; Records (Forms); Student Attitudes; *Tourism; Tutorial Programs; Two Year Colleges
IDENTIFIERS- *Hawaii (Waikiki); *Workplace Literacy

The Waikiki Lifelong Learning Center (WLLC) project was undertaken to establish a literacy consortium of visitor industry businesses and the University of Hawaii at Manoa and to develop/implement an instructional program that included bilingual/English-as-a-second language (ESL) and General Educational Development (GED)/pre-GED components. After the literacy needs of the visitor industry work force were assessed, the instructional program was developed, field tested, and refined through ongoing evaluation and bimonthly project advisory council meetings. Project partners from Hawaii's visitors industry donated training facilities, labor, and equipment. Instructors and program staff were trained to teach multicultural adult populations. Tutors and volunteers were recruited from the community. On the basis of evaluations of students' progress and questionnaires completed by the program participants and their workplace supervisors, it was concluded that the program improved students' self-esteem, self-confidence, work attitudes, cross-cultural understanding, speaking and listening skills, and overall language fluency. Students generally made less progress in reading and writing skills. (Appended are a list of external staff development activities, the three survey instruments, and the student progress evaluation forms. The tutor handbook for workplace literacy and lifelong learning, the final project evaluation report, and the project model are attached.) (MN)

ED 372 221 CE 066 817

Value Added: An Update. FEU Curriculum Information Series. Briefing Note.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Rating; *Adult Education; Evaluation Methods; Foreign Countries; Postsecondary Education; *Program Evaluation; *Student Evaluation; Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom; *Value Added

The measurement of value added (MVA) is a powerful tool that can help British further education colleges improve student and program performance. MVA can focus on individual learners, University's nontraditional practitioner-oriented, problem-solving, field-based distance education program in higher education. Discussed first are HRD in the agricultural and business industrial eras and changing HRD practices/needs in the context of cognitive synapses and electronic networks. An overview of Nova University's programs for higher education and HRD is presented. California's economic, social, and educational climate is examined, and the conceptual framework of Nova University's program to create HRD specialists is outlined and discussed within the context of the HRD needs of Orange County, California. A 114-item bibliography is included. Appendixes constituting approximately 50% of this document include seminar instructions/assignments and supplemental materials, instructional support materials, sample HRD vision and action plans, and the following seminar papers: "Development of a Vision for Communications in a Total Quality Training Facility, Fleet Training Center, San Diego" (Gail J. Palmisano) and "Development of a Video Training Model to Increase Reliability of Neonatal Instructor Grading at Crafton Hills College" (Arnold L. Kosmatka). Each seminar paper contains a bibliography and appendixes. Eighty transparency masters are included throughout the document. (MN)

ED 372 240   CE 066 851

Twining, John
Vocational Education and Training in the United Kingdom.
PUB DATE- 93
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Adult Education; Career Guidance; Continuing Education; *Delivery Systems; Demography; Economic Climate; *Educational Administration; Educational Change; *Educational Development; Educational Finance; Educational Legislation; Educational Planning; *Educational Practices; Educational Research; *Educational Trends; Employment Patterns; Financial Support; Foreign Countries; Government School Relationship; Industrial Training; International Cooperation; Job Training; Open Universities; Postsecondary Education; School Business Relationship; Secondary Education; Standards; Student Certification; *Vocational Education; Youth Programs
IDENTIFIERS- European Community; National Vocational Qualifications (England); *United Kingdom

This monograph examines vocational education and training (VET) in the United Kingdom. Section 1 outlines the UK's political and administrative structure, population and employment, and economy. The following are among the aspects of the UK's VET system discussed in section 2: evolution of the system; organization of education and training (the education departments, higher education, schools and further education, government responsibility for VET, industrial sectors, localization, research, Northern Ireland, and responsible authorities); vocational qualifications (targets, the National Vocational Qualifications/Scottish Vocational Qualifications framework, accreditation, lead bodies, and awarding bodies); education and initial VET (secondary education, the Technical and Vocational Education Initiative, compacts, careers guidance, youth training, postschool education, training credits, and vocationally oriented higher education); and continuing VET (employment training, continuous professional development, enterprise training, open/flexible learning, in-

School to Work Programs: An Opportunity for Oregon To Lead Again. Hearing before the Subcommittee on Regulation, Business Opportunities, and Technology of the Committee on Small Business. House of Representatives, One Hundred Third Congress, First Session (Portland, Oregon, April 7, 1994).
PUB DATE- 94
NOTE- 28p.; Serial No. 103-79.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cooperative Education; *Education Work Relationship; Hearings; *Institutional Cooperation; Program Effectiveness; *School Business Relationship; Secondary Education; *State Programs
IDENTIFIERS- Congress 103rd; *Oregon

This document records the oral and written testimony given by witnesses at a Congressional hearing conducted to look at Oregon's efforts in school-business partnerships and school-to-work transition programs. Witnesses included representatives of federal and state agencies, private industries participating in the programs, and schools participating in the programs. Witnesses testified about the programs and how they operate. They cited successes and pointed to their efforts in Oregon as models for the rest of the United States to follow. (KC)

ED 372 260 CE 066 876

Lord, Jerome E.
Adult Literacy Programs: Guidelines for Effectiveness.
PUB DATE- Jul 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Learning; *Adult Literacy; *Adult Students; Basic Skills; Classroom Environment; Classroom Techniques; Guidelines; Instructional Effectiveness; Instructional Materials; *Literacy Education; Program Development; Program Implementation; Student Characteristics; *Teaching Methods

This report is a summary of information from both research and experience about the assumptions and practices that guide successful basic skills programs. The 31 guidelines are basic to building a solid foundation on which effective instructional programs for adults can be developed. The first six guidelines address some important characteristics of the adult learner, including understand that adults with learning needs do not necessarily want instruction, accept the learner's fear of failure, watch for early signs of trouble, and be realistic in expectations. The next 11 guidelines provide a variety of smart strategies for organizing program operations and services: get to know the target population, maintain a proactive marketing strategy, try to reverse learners' negative association with learning, make learning a positive experience, make the program and community interdependent, make programs physically and emotionally accessible, and continuously assess the program. Fourteen guidelines suggest some proven techniques for effective instruction, such as recognize importance of learners' acceptance of a shared role, help learners think of themselves as resources, encourage short-term goals, vary and

Hill). Each seminar paper contains a bibliography and appendixes. Numerous transparency masters are included. (MN)

ED 372 278 CE 066 907

What Kind of Adult Literacy Policy Do We Need If We Are Serious about Enabling Every Adult To Become a High Skills/High Wage Worker in the Global Economy?

PUB DATE- Jun 94

NOTE- 10p.; For a related document, see CE 066 908. Summary paper prepared for the Policy Forum on Achieving the National Education Goal on Adult Literacy (Washington, DC, June 23-24, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Dislocated Workers; *Educational Needs; Educational Policy; *Education Work Relationship; Employment Level; *Employment Patterns; *Employment Projections; Employment Qualifications; *Labor Force Development; Labor Market; Labor Needs; Skill Obsolescence; Unemployment

IDENTIFIERS- National Education Goals 1990; Workplace Literacy

The current pressure to look seriously at the connection between the economy and the educational and occupational skills of adults is being driven by changes in both economic conditions and the makeup of the U.S. labor force. Manufacturing has declined, taking with it low-skill, high-wage jobs, and the work force has more immigrants, women, and older workers than before. The income and standard of living for low-skilled workers has been declining, and with workers changing jobs more frequently, those with lower levels of literacy have longer levels of unemployment. Nearly half of all adults scored in the lowest two of five literacy levels in the National Adult Literacy Survey; those in the lowest literacy levels also received the lowest wages and were unemployed the most. The educational and training challenge facing the nation is how to prepare people with low levels of skills not just for jobs but for jobs that will let them achieve and maintain a higher standard of living and upward mobility. To do so will require answers to questions that can now be framed, such as the following: What should the goals of adult literacy and basic skills programs be for adults preparing to enter the work force, for those already working, and for dislocated workers seeking new jobs? What performance standards should be developed for the literacy and basic skills components of work force and workplace education programs in order to provide direction and a basis for monitoring quality and effectiveness? What is known about effective practices for work force education programs? What should be the mix of targeting and resources in work force and workplace education? and What are the policy and legislative implications of these recommendations. (KC)

ED 372 279 CE 066 908

What Kind of Adult Literacy Policy Do We Need If We Are Serious about Ending Welfare as We Know It?

PUB DATE- Jun 94

NOTE- 11p.; For a related document, see CE 066 907. Summary paper prepared for the Policy Forum on Achieving the National Education Goal on Adult Literacy (Washington, DC, June 23-24, effective advocates for their children in school. This packet includes a narrative report of the project, a facilitator's guide for conducting a four-part parent workshop, and originals for handout materials to give parents. The facilitator's guide is organized into eight sections. The first two sections provide an overview of the project and information on how to use the guide. The third section provides tips for working with Native Americans. The following four sections focus on these topics: the important role that parents play as teachers of their children and how they can have a positive impact on their children's academic achievement; the importance of storytelling, book handling skills, gross and fine motor skills, learning basic sounds, and beginning mathematics skills; the importance of helping their children learn how to read; and the importance of parents being advocates for their children when they enter school. The materials for each of these four sections are organized in a series of parent outcomes. Each outcome is followed by one or more points to be made, one or more learning activities for participants, materials needed for the facilitator and for the participants, and resources and references, where appropriate. The next section lists 14 resources (sources for the reference materials noted in the reference sections of each instructional section of the guide). The handouts provided are labeled as to the outcome/point they address. (KC)

ED 372 297 CE 066 942

Leonelli, Esther, Ed.; Schwendeman, Ruth, Ed.
The Massachusetts Adult Basic Education Math Standards. The ABE Math Standards Project. Volume 1.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 67p.; For related documents, see CE 066 943-944.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Classroom Techniques; *Curriculum Development; Educational Research; Literacy Education; *Mathematical Applications; *Mathematics Instruction; Research Projects; *State Standards; Teaching Methods
IDENTIFIERS- *Massachusetts; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards; *Teacher Researchers

This document is the outcome of a project conducted in Massachusetts to apply the National Council of Teachers of Mathematics' (NCTM) "Curriculum and Evaluation Standards for School Mathematics" to adult basic education (ABE) learning environments. The first chapter describes the work of the Math Team, a committee of 22 adult basic education teachers who conducted the project. Four goals are discussed: review the NCTM standards and study their applicability to ABE; develop NCTM-based standards for four environments--ABE/basic literacy, adult secondary/General Educational Development, English as a Second Language, and workplace education; implement draft standards in field-based teacher research situations; and produce final standards and a report recording the teacher research process. Chapter 2 explores the characteristics of adult learners in each of these environments. Chapter 3 lists the 12 Massachusetts Adult Basic Education Math Standards and

ED 372 315 CG 025 520

Francis, Greta; Radka, Dale F.
Integrated Educational and Mental Health Services within a Day Treatment Setting.
PUB DATE- 94
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; *Educational Therapy; Mental Health; *Mental Health Programs; Psychoeducational Clinics; Psychological Services; Schools; *Therapeutic Environment

This paper discusses the integration of educational and mental health services for children and adolescents within a psychiatric day treatment setting at the Bradley School housed in a private psychiatric hospital affiliated with Brown University in Rhode Island. A full range of mental health services are used, and therapies are delivered in the classroom setting by treatment teams composed of psychologists, social workers, and clinicians in training. Psychiatric and medical consultation and treatment are provided on site. Other services include speech/language, occupational, and physical therapies. This program has evolved over two years from one in which the classroom was the adjunct to the treatment program to one in which the classroom is the primary agent of treatment. A 6-week inservice program focusing on the principles of operant conditioning and positive reinforcement was implemented. A study was designed to evaluate the use of behavior management strategies in the classroom, and positive results were found in the decrease in restraints and crisis incidents. As the revised treatment module began to work, community special education programs began to send students for short term diagnostic placements, and a plan is in development for "transition classrooms" intended for children who no longer need intensive treatment but are not yet ready to return to the community. (KM)

ED 372 316 CG 025 522

Ford, Harriet H.; Medway, Frederic J.
School Professionals' Attributions of Blame in a Case of Child Sexual Maltreatment.
PUB DATE- 94
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Attribution Theory; *Child Abuse; *Counselor Attitudes; Counselor Client Relationship; Daughters; Elementary Secondary Education; Fathers; *Incest; *Parent Child Relationship; School Psychologists; *Sexual Abuse; Surveys; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Attitudes Toward Women Scale; *Blame

Sixty-eight teachers and 62 school psychologists from California and Tennessee were compared on attributions of behavioral and characterological blame to individuals involved in a hypothetical case of father-daughter incest. A child-victim psychoactive properties have been known for almost 5,000 years, the plant first attracted public attention in the United States during the first half of this century, and then became widely known during the 1960s. Marijuana is commonly smoked, producing a euphoria which lasts approximately two hours. While the drug induces side effects such as enhanced taste, touch, hearing, and vision, it also inhibits memory; accelerates the heart beat; impairs muscular coordination, time, and space judgment; impairs driving abilities; leads to lung disease; promotes birth defects; and may impede the immune system's function. Controversy still surrounds the social and medical consequences of marijuana use and debate continues on whether the drug leads to chromosome damage. Legal penalties for marijuana use vary widely in the states and drug testing has become commonplace. Analytical testing techniques may detect minute levels of marijuana's psychoactive ingredients in bodily fluids but these tests do not necessarily reveal whether the person is intoxicated or how recently marijuana may have been used. (RJM)

ED 372 335 CG 025 637

Desmond, Thomas C.
Facts on Employee Assistance Programs. Clearinghouse Fact Sheet.
PUB DATE- 92
NOTE- 4p.; The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alcoholism; Counseling Services; *Employee Assistance Programs; Employees; Employers; Fringe Benefits; Guidance Programs; Mental Health Programs; Personnel Policy; Quality of Working Life; Rehabilitation Programs

Employee Assistance Programs (EAPs) offer employees confidential, professional assistance for the kinds of personal problems that adversely affect their lives and their jobs. These programs started when acute worker shortages during World War II, coupled with the successes of Alcoholic Anonymous, prompted some companies in the 1940s to develop programs to rehabilitate alcoholic employees. EAPs gradually expanded throughout the country--one can now find more than 10,000 EAPs--and grew to address a variety of employee problems. EAPs usually consist of four major components: (1) identification; (2) motivation; (3) referral; and (4) follow-up. The kind of EAP an organization needs depends upon the organization's philosophy, size, culture, location, and financial resources. Some of the important variables that need to be considered when setting up an EAP include whether to have an internal or external program; whether a fellow employee or an outside contractor should administer the program and perform the counseling; the kinds of services to be offered; the formation of an advisory committee, along with a written policy to guide the program; how to make the program known to workers; record keeping and statistics; and evaluation of the process and the outcome. In many administer the programs and perform the organizations, EAPs are becoming an integral part of the organizational structure. (RJM)

ED 372 336 CG 025 638

*Supervision; *Supervisor Qualifications; Supervisory Methods
IDENTIFIERS- ERIC Digests

This digest focuses on administrative skills useful to the supervision of counselors. The administrator of a supervision program is defined as the person ultimately responsible for the quality of supervision provided and the effectiveness of the supervisory staff. A section on program management notes that administrators provide leadership and direction to supervision programs by developing and upholding the program mission and the goals of supervision. Administrative skills necessary to accomplish this are: political and communication skills; the ability to conduct effective and efficient meetings; and the responsibility for setting workable procedures and rules. Administrators of supervision should have the knowledge and skills needed to provide leadership to the supervision program staff, as well as the counseling program staff members. The roles of the administrator in managing personnel issues are identified. The digest concludes that appropriate training needs to be provided for counseling supervisors and extended for administrators of counseling supervision programs. Contains 4 references. (NB)

ED 372 357 CG 025 759

Casey, John A.; And Others
Use of Technology in Counselor Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computers; *Counselors; Counselor Training; *Internship Programs; *Practicums; *Supervision; Supervisors; Supervisory Methods; *Technology
IDENTIFIERS- ERIC Digests

This digest focuses on the use of technology in the supervision of counselors. Each generation of new technology, from audiotapes and videotapes to fax machines and virtual reality, creates challenges and opportunities for the counseling supervisor. Increased use of computer-related technologies has given this generation of supervisors new ideas for integrating technology within both practicum and internship stages of training. At the practicum stage of supervision, technological aids can be used in both live and delayed supervision. At the internship stage, advances in electronic connectivity present several innovative possibilities for more efficient internship communication. There are limitations of technology and ethical considerations including confidentiality that must be considered. The digest concludes that from practicum to internship, strategies for improving the supervision experience can be utilized with the appropriate ethical integration of technology. Contains 8 references. (NB)

ED 372 358 CG 025 760

Carroll, Michael F.
Counselling Supervision: International Perspectives. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.

PUB DATE- 8 Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Educational Change; Elementary Education; Language Arts; Program Effectiveness; *Reading Achievement; Reading Instruction; Reading Research; *State Standards; *Student Evaluation
IDENTIFIERS- *Maryland School Performance Assessment Program; Trade Books

A study examined the systemic reform process initiated in Maryland in 1991. The Maryland School Performance Assessment Program (MSPAP) consists of learning outcomes, a framework for performance assessment, guidelines for school decision making, and suggestions for staff development. One year following the initiation of the MSPAP, semi-structured interviews were conducted with district-level administrators responsible for reading and language arts in the state, regarding their perception of the objectives, the influence of the program on district goals, and policies for instructional change. Learning outcomes were accurately perceived as requiring students to apply language to real-world problems and to construct meaning from a diversity of texts. The most frequently cited instructional innovations were the teaching of reading-language arts through subject matters of the curriculum, and the use of trade books for reading instruction. The MSPAP was perceived by 24% of administrators as legitimating reforms already underway in their districts. Although some districts adopted some of the state-wide goals, and some of the instructional changes were tied to some of the goals, a broad-reaching, coherent program based on a vision for student literacy learning, coupled with an instructional guidance system and supported by a revised governance structure was not evident at this early stage of the reform process. (Contains 15 references.) (Author/RS)

ED 372 378 CS 011 798

Wilczynski, Elaine L.
Enhancement of Communication Development of Primary Grade, At-Risk Children through Reading Aloud for Pleasure.
PUB DATE- 94
NOTE- 51p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *High Risk Students; Primary Education; *Reading Aloud to Others; Reading Attitudes; *Reading Improvement; Reading Programs; *Recreational Reading; Rural Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Reading Motivation

A practicum was designed to encourage 60 at-risk young children in a Chapter 1 reading program at a rural primary school to read for pleasure so that they would eventually increase literacy development. The parents, teachers, and volunteer readers would increase the amount of time spent reading aloud to the children in the Chapter 1 reading program. These individuals would become the reading role models for at-risk children. A grade level in-service program presented current

DESCRIPTORS- *Case Studies; *Ethnography; Higher Education; Interviews; Qualitative Research; *Research Design; *Research Methodology; Research Needs; Textbooks; *Writing Instruction; *Writing Research

IDENTIFIERS- *Historical Background; Kentucky; Tennessee

Traditional histories of American college composition instruction in the 19th and 20th centuries examine primarily the textbooks used in those courses, then draw conclusions based on the content of those textbooks about the activities and attitudes expressed in the classroom. The canon of composition historiography is lacking in several ways: the experiences of students and teachers at many schools across the United States have been neglected; a text-based approach seems to be the primary, if not the only, method used to evaluate past course instruction; and many assumptions about the level of instruction and the types of activities offered have been based on these previous accounts. This paper describes a dissertation project which: (1) adopts a case history approach to investigate three different types of institutions in Tennessee and Kentucky; (2) triangulates data--documentary analysis, interviews, and a focus on individual personalities--to achieve a more complex history of the period between 1930 and 1945; and (3) examines the experiences of students and teachers to see if broad generalizations made about the era are accurate in specific instances. Using a case study/qualitative approach may detect trends in the cultural, social, and political arena which may have influenced writing instruction. Despite the problems of generalizability and the dangers of biased interview selection, oral interviews within the case history approach offer many advantages. Such a study has the potential to increase the knowledge base of the rapidly growing composition historiography field. (A 44-item selected bibliography of works related to historical and ethnographic research is attached. Contains 14 references.) (RS)

ED 372 398   CS 214 422

Domina, Lynn

The Radar O'Reiley School of Creative Writing; Or, Ottumwa Sure Is a Long Way from Iowa City.

PUB DATE- Mar 94

NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Creative Writing; Cultural Context; Higher Education; *Homosexuality; *Student Needs; *Teacher Student Relationship; *Writing Instruction

IDENTIFIERS- *Personal Writing; Points of View (Writing)

In an episode of MASH in which Radar O'Reiley takes a correspondence course in writing, Col. Potter advises him, "The first rule if you want to be a writer is to be yourself." But what if O'Reiley wrote a series of stories about a corporal's negotiating his place in a system which urges, "don't ask, don't tell?" The colonel's advice "be yourself" quickly becomes complicated. And so does the advice of creative writing instructors who urge their students to write from their own experience if the student writing is in some way uncommon. Should he or she choose, or have the courage, to write from their experiences, they are likely to challenge some

Learning the Three C's: Classroom Communication Climate.
PUB DATE- Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Communication; *Classroom Environment; Classroom Research; Classroom Techniques; Communication Research; *Graduate Students; Higher Education; *Teacher Behavior; Teacher Student Relationship; *Teaching Assistants
IDENTIFIERS- *Communication Behavior

A study examined the communication climate of a graduate teaching assistant's (GTA) college classroom. Because the teaching role is often new to the GTA, establishing a communication climate may be a significant factor in classroom management. One section of a public speaking class taught by a new graduate teaching assistant at a large midwestern university was observed five times over a 2-month period. Results indicated that the GTA established a communication climate for his students that was open and supportive. Primarily, the climate was established through three factors: a highly-scripted daily routine; the interaction patterns that emerged among the students; and the general communication behaviors of the GTA. (Contains 17 references. Four diagrams illustrating the physical setting of the classroom, the seating chart, inside and outside clusters of students, and how the students grouped themselves for small-group activities are attached.) (Author/RS)

ED 372 418 CS 508 611

Engleberg, Isa N.; Wynn, Dianna R.
DACUM: A National Database Justifying the Study of Speech Communication.
PUB DATE- 29 Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Curriculum Development; Databases; *Introductory Courses; *Speech Communication; Two Year Colleges; Undergraduate Students
IDENTIFIERS- Communication Competencies; *DACUM Process; *Speech Communication Education

DACUM, an acronym for Developing A Curriculum, is a standardized curriculum development process used primarily in community colleges across the United States. DACUM results provide a valid national database that can: (1) further justify the study of speech communication in most academic curricula; and (2) help define the nature of the basic speech communication course. This paper examines DACUM results across, rather than within, curricula. Seventy-five DACUM charts constructed by one state's DACUM Resource Center between 1985 and 1989 were analyzed; 90% included speech communication competencies. Further analysis of DACUM data can demonstrate the necessity of communication study and can identify essential communication competencies. Contains 14 references and 2 tables of data. (Author/RS)

ED 372 437 CS 508 632

Taylor, Anita; Miller, Judi Beinstein
Gender Diversity: Conceptions of a Changeable Variable.
PUB DATE- Jul 94
NOTE- 42p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Communication Research; Higher Education; Sex Differences; *Sex Role; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Bem Sex Role Inventory; *Femininity; *Masculinity

Noting inadequacies in previous conceptualizations of gender, a study analyzed students' descriptions of persons they identify as masculine or feminine and of situations in which these persons and the students themselves seem more or less feminine or masculine. Subjects, 83 male and 100 female undergraduate students in communication or psychology courses at a Mid-Atlantic suburban university or a liberal arts college in a small midwestern town, offered up to eight characteristics of the most feminine and the most masculine person they knew, whether that person ever seemed more or less feminine or more or less masculine, and rated themselves using the Bem Sex Role Inventory. Respondents identified gender as characteristics of persons, but also understood it as something that varied according to interaction partners and focus of activities. Responses show differences in how femininity and masculinity are constructed and in what situations influence gender perceptions. Findings suggest the need for a reconceptualization of gender to recognize its variation by situation and time as well as other factors such as race and class. Findings also suggest that understanding how gender actually operates in human interaction requires a more complex analysis than has occurred to date. (Contains 31 references and 2 tables of data. An appendix defines some of the categories in the tables.) (RS)

ED 372 438 CS 508 633

Stowell, Jessica
Using Human Interest Stories To Demonstrate Relevant Concepts in the Public Speaking Classroom.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Communication Apprehension; Higher Education; *Interpersonal Communication; *Language Usage; *Public Speaking; Teaching Methods
IDENTIFIERS- Communication Strategies; *Human Interest Stories

Students can learn the concepts of descriptive language, "group think," and how to overcome communication apprehension painlessly by using human interest stories with humerous

Survey consisted of open-ended questions on levels of media use. Responses indicated that both solitary and social media use have more than one dimension. Subjects' remarks regarding the difficulty of changing media use patterns can be interpreted as an indication of how deeply media use is embedded in social context. (Includes eight notes, and three tables of data. Contains 27 references.) (NKA)

ED 372 457 CS 508 659

Taylor, James R.
The Worldview of Organizational Communication Theory: Autonomous or Heteronomous?
PUB DATE- Jul 94
NOTE- 43p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; Higher Education; Language Role; *Models; *Organizational Communication; Research Needs; Speech Acts
IDENTIFIERS- *Conversation; Discourse Communities; Organizational Culture

A number of organizational communication analysts have argued that the field is in the midst of a paradigm shift, away from a strictly rational to a more transactional view of organization, but their arguments are not situated in a well-explicated communication theory. This paper argues for the existence of two, mutually exclusive worldviews of organization and communication, one heteronomous, the other autonomous. A heteronomous model views organization as responding to an environment and communication as the exchange of information. An autonomous model assumes organization to be generative of its own structures, through a reflexive process of self-production. The resulting "cell" of talk, in the autonomous model, is a conversation. The paper explores, through the mechanism of speech acts, the reflexive properties of human conversation, and its capacities to generate those relational properties that are associated with organization. The phenomenon of coupling and its organizational implications are briefly explored. The paper concludes with a brief consideration of how to revise organizational communication analysts' ideas about the conduct of communication research, calling for the building of a body of research that starts from a discourse-based accumulation in solid empirical studies. Includes 21 notes and 3 figures illustrating various aspects of organizational communication. Contains 84 references. (Author/RS)

ED 372 458 CS 508 661

Matcuk, Matt
Gorgias on Madison Avenue: Sophistry and the Rhetoric of Advertising.
PUB DATE- 17 Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994). Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Innovation; Elementary Secondary Education; *Learning Processes; Teaching Methods; *Thinking Skills

This paper addresses issues in integrating higher order thinking into the general curriculum. Data are based on a series of telephone interviews conducted in April and May 1992 with six leading thinkers in educational reform. They included: (1) Michael Apple, John Bascom Professor of Curriculum, Instruction, and Educational Policy Studies at the University of Wisconsin, Madison; (2) Sharon Johnson, teacher-leader at Horizon High School (Alamo District, Colorado); (3) Gaea Leinhardt, senior scientist at the Learning Research and Development Center at the University of Pittsburgh; (4) Dan Liston, associate professor at the University of Colorado, Boulder; (5) Fred Newmann, professor of curriculum and instruction at the University of Wisconsin, Madison; and (6) Ted Sizer, director of the Coalition of Essential Schools. The participants discussed problems in defining "higher order thinking" and policy implications. Two models of higher order thinking were briefly described: the Re:Learning program at Capital High School in Santa Fe, New Mexico, and an innovative program at Horizon High School in Thornton, Colorado. Participants concluded that higher order thinking should be more than just a set of skills and that reform programs should provide opportunities for students to apply their knowledge to the real world. Higher order thinking classrooms may not look much different from traditional classrooms. However, reform must change not only procedures, but the depth of conversations in classrooms. Finally, educators must not ignore the issue of replicating inequalities in the classroom. (LMI)

ED 372 477 EA 025 955

Croll, Paul; Abbott, Dorothy
Coercion or Compromise: How Schools React to Imposed Change.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Curriculum Guides; *Educational Change; Elementary Education; Foreign Countries; *Organizational Change; Organizational Climate; Participative Decision Making; Professional Autonomy
IDENTIFIERS- *England

This paper examines the responses of English primary schools to the changes imposed on them by the introduction of the National Curriculum. The study first focused on schools' management strategies and their impact on the school's management culture. A second focus was on the relationship of the school and its headteacher with external agencies. Data were obtained from two rounds of interviews, conducted first in 1990 and again in 1992, with 48 headteachers at 48 English primary schools. A comparison of the 1992 responses with those of 1990 indicate that headteachers shifted from a collegial management style toward a more directive approach, although collegiality remained the predominant style. In 1990, for example, 60 percent of headteachers used a collegial leadership style; in 1992, 46 percent did so. Second, the schools also shifted from a mediation approach with external agencies to one of compliance with the mandated changes. Schools with more directive management tended to be making substantial changes, for significant school improvement. One figure is included. Appendices contain the 1992-93 project budgets, lists of approved waivers and project contacts, and a map of project distribution. (LMI)

ED 372 498 EA 025 984

Affirmative Action Plan.
PUB DATE- Jan 94
NOTE- 100p.; Supersedes ED 320 994.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Affirmative Action; Elementary Secondary Education; Employment Opportunities; *Equal Opportunities (Jobs); *Personnel Policy; Personnel Selection; *Racial Discrimination; *Sex Discrimination; Sexual Harassment; State Action
IDENTIFIERS- *North Carolina

The North Carolina Department of Public Instruction has made considerable progress in removing barriers that tended to preclude women and minority group members from competing for jobs on an equal basis. However, there remains a need to identify and remove those discriminatory practices that may still exist in the department's employment procedures. This document presents the department's affirmative action plan. The introduction includes the equal employment opportunity/affirmative action policy, the sexual harassment policy/plan, plans for policy dissemination, program responsibilities, an analysis of employment distribution by race and sex, goals and timetables, sample affirmative-action programs, and procedures for program evaluation. Appendices contain a definition of terms, an equal employment opportunity form, an exit interview form, an employee evaluation form, a list of recruitment sources, guidelines for recruitment and employment, and other employment forms. (LMI)

ED 372 499 EA 025 985

How To Implement Extended Services in Your School.
PUB DATE- Apr 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; High Risk Students; Human Services; Models; *Program Design; *Program Implementation; School Community Programs; *Social Services; State Action; *Student Needs
IDENTIFIERS- *North Carolina

In 1993, the North Carolina General Assembly enacted legislation to encourage schools to implement extended services to meet the needs of students, giving at-risk students first priority. In this manual, the North Carolina Department of Public Instruction explains how extended services can be implemented at the school level. It identifies and provides an overview of 11 models of service, which fall into the following 3 categories: (1) those that occur during nonschool hours; (2) those that occur during the school day but provide a mechanism norm-referenced, minimum-competency, and criterion-referenced tests. Alternatives to traditional standardized assessments are explored. The review concludes that the failure to consider sociocultural milieu, socioeconomic status, and linguistic and disability differences in test construction leads to false information about the status of learning and compounds bias in testing. Thus, minorities and students with disabilities, in particular, suffer as a result of traditional assessment practices, which have proven to be inaccurate and inconsistent, yet continue to be used in prediction, decision-making, and inferences about student performance and lifelong success. Current assessment practices stifle the post-school success of minorities and students with disabilities due to their inappropriate norming standards, discrimination, and exclusion. By examining individual student skills on specific tasks, alternative assessments appear to be a solution to eradicating biases. Reasonable and limited use of traditional standardized assessments for the purpose of decision-making, prediction, and inferences about students' post-school activities is recommended. (Contains 42 references.) (JDD)

ED 372 520 EC 303 152

Meier-Kronick, Nancy
Culture-Specific Variables That May Affect Employment Outcomes for Mexican-American Youth with Disabilities.
PUB DATE- 93
NOTE- 20p.; In: Dais, Teresa; And Others. Selected Readings in Transition: Cultural Differences, Chronic Illness, and Job Matching. Volume 2; see EC 303 150.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Cultural Differences; *Cultural Influences; *Disabilities; *Employment Patterns; Employment Programs; *Hispanic American Culture; *Mexican Americans; Performance Factors; Program Development; Secondary Education; Spanish Speaking; Supported Employment; Work Attitudes; Work Environment

This paper reviews variables specific to the Mexican-American culture that might influence work-related behavior and outcomes for youths with disabilities from this population. Areas covered include: parental/family network; cultural view of disability; religious influences; acculturation levels; language issues; education and employment relationships; substance abuse; folk illnesses; and cultural concepts such as "machismo," marianismo," and "familism." The paper then examines the limited (and possibly inconsistent) research on outcomes in supported employment and youth work programs for Latino youths with disabilities. These studies appear to show that these youths do as well as or better than their counterparts from other ethnicities. Recommendations for improvement in service delivery are offered, such as encouraging involvement from local minority business, developing cultural pride and awareness programming, and locating service programs in non-intimidating buildings accessible by public transportation. (Contains 27 references.) (JDD)

ED 372 521 EC 303 153

Luft, Pamela; Rusch, Frank R.
Moving Out into the World: Transitions from Adolescence to Adulthood for Students with Chronic Illness and Other

Program Leadership for Serving Students with Disabilities; see EC 303 164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Learning; Check Lists; *Disabilities; Elementary Secondary Education; Inservice Education; *Inservice Teacher Education; *Needs Assessment; *Professional Development; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *Staff Development

This chapter on designing and implementing effective staff development programs is taken from a guide to instruction and services for students with disabilities. The chapter focuses on assessment of staff development needs and identification of priorities for training. Staff development options are discussed in terms of formats (such as workshops, summer institutes, videotape applications) and levels of training based on target audience. Planning staff development programs involves the following steps: identifying needs, considering the characteristics of adult learners, establishing goals and objectives, obtaining commitments, and designing the program. Extrinsic and intrinsic incentives are discussed. Methods for determining the effectiveness of the staff development program are noted. Appendixes include a needs assessment instrument, a list of characteristics of adult learners, and a staff development checklist. (Contains 37 references.) (JDD)

ED 372 539 EC 303 171

Billingsley, Bonnie S.; And Others
Supporting Experienced and Beginning Teachers of Students with Disabilities.
PUB DATE- Mar 93
NOTE- 17p.; Chapter 13 in: Billingsley, Bonnie S.; And Others. Program Leadership for Serving Students with Disabilities; see EC 303 164.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Beginning Teacher Induction; Beginning Teachers; *Disabilities; Elementary Secondary Education; School Administration; *Social Support Groups; *Special Education Teachers; *Teacher Administrator Relationship
IDENTIFIERS- *Support Services

Administrative support is critical to the professional success and self-esteem of special education teachers. This chapter provides practical strategies for administrators at both the building and central office level to use to support special education teachers. J. S. House's framework is used for considering the different types of administrative support, which include emotional support, appraisal support, instrumental support, and informational support. Suggestions are offered for tailoring strategies associated with each of these types of support to the context of special education. These include accepting responsibility for the special education teaching staff, providing adequate working conditions for special educators, acknowledging the contributions made by special education teachers to their students' education, post-school status, vocational skills, functional living, and attitudes and aspirations. Findings indicate that, while states continue to focus on participation and exit data for students with disabilities, the following trends include: states are attempting to produce better information on the numbers of students with disabilities taking part in statewide assessments; guidelines on acceptable testing accommodations and adaptations are being advanced by state assessment programs; and states implementing nontraditional forms of assessment seem to retain the same approach to including students with disabilities and making accommodations as in their traditional assessments. (JDD)

ED 372 559 EC 303 191

Ysseldyke, James E.; And Others
Possible Sources of Data for School Completion Indicators.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 94
NOTE- 42p.; For a related document, see ED 354 661.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship; Data Collection; *Disabilities; Dropouts; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; High School Graduates; *Information Sources; Literacy; *Measurement Techniques; Models; *Outcomes of Education; Personal Autonomy; Physical Health; Program Evaluation; Social Adjustment; Student Adjustment; Student Educational Objectives; Student Evaluation; Student Participation

This booklet explains the model of educational outcomes and indicators for students completing school developed by the National Center on Educational Outcomes. It then discusses suggested sources of information for the model's 77 indicators which measure the results of education. The model lists specific outcomes for the school completion level, lists indicators for each outcome, and lists at least two sources of information that can be used to measure the degree to which students have achieved each indicator. The outcomes and indicators are designed to help make data-based decisions about educational systems and to develop goals that will increase progress toward desired outcomes. The outcome domains include: presence and participation, accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. (JDD)

ED 372 560 EC 303 192

Ysseldyke, James E.; Thurlow, Martha
Guidelines for Inclusion of Students with Disabilities in Large-Scale Assessments.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials

Productivity; Research Methodology; *Talent

This volume presents 16 papers describing recent longitudinal studies of giftedness. Papers have the following titles and authors: (1) "Longitudinal Study of Giftedness and Talent" (Rena F. Subotnik and Karen D. Arnold); (2) "The Illinois Valedictorian Project: Early Adult Careers of Academically Talented Male High School Students" (Karen D. Arnold); (3) "Adult Manifestations of Adolescent Talent in Science: A Longitudinal Study of 1983 Westinghouse Science Talent Search Winners" (Rena F. Subotnik and Cynthia L. Steiner); (4) "The Munich Longitudinal Study of Giftedness" (Cristoph Perleth and Kurt A. Heller); (5) "The Development of Basic Cognitive Components of Technical Creativity: A Longitudinal Comparison of Children and Youth with High and Average Intelligence" (Ernst A. Hany); (6) "Conditions of Giftedness: Musical Development in the Preschool and Early Elementary Years" (Lyle Davidson and Larry Scripp); (7) "Giftedness and Professional Training: The Impact of Music Reading Skills on Musical Development of Conservatory Students" (Larry Scripp and Lyle Davidson); (8) "Creative Thinking and Creative Performance in Adolescents as Predictors of Creative Attainments in Adults: A Follow-up Study After 18 Years" (Robert M. Milgram and Eunsook Hong); (9) "The Torrance Tests of Creative Thinking: From Design Through Establishment of Predictive Validity" (Bonnie Cramond); (10) "The Study of Mathematically Precocious Youth: The First Three Decades of a Planned 50-Year Study of Intellectual Talent" (David Lubinski and Camilla Persson Benbow); (11) "The Achievement of Eminence: A Longitudinal Study of Exceptionally Gifted Boys and Their Families" (Robert S. Albert); (12) "Project Choice: A Longitudinal Study of the Career Development of Gifted and Talented Young Women" (Elyse S. Fleming and Constance L. Hollinger); (13) "A Generation of Leaders in Gifted Education" (Rose A. Rudnitski); (14) "The Program for Academic and Creative Enrichment (PACE): A Follow-up Study Ten Years Later" (Sidney M. Moon and John F. Feldhusen); (15) "Characteristics of High-Level Creative Productivity: A Longitudinal Study of Students Identified by Renzulli's Three-Ring Conception of Giftedness" (Marcia Delcourt); and (16) "Lessons from Contemporary Longitudinal Studies" (Karen D. Arnold and Rena F. Subotnik). (DB)

ED 372 580   EC 303 213

Ross, Patricia O'Connell, Ed.
National Excellence: A Case for Developing America's Talent. An Anthology of Readings.
PUB DATE- Jun 94
NOTE- 129p.; For the "National Excellence" report to which this collection of commissioned papers pertains, see ED 359 743. For individual papers analyzed separately, see EC 303 214-218.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Comparative Education; Cultural Influences; Educational Change; Educational History; Educational Methods; *Educational Philosophy; *Educational Policy; Educational Trends; Elementary Secondary Education; *Excellence in Education; Federal Legislation; Foreign Countries; *Gifted; High Achievement; Political Influences; School Restructuring; State Legislation; State Programs; *Talent; Trend Analysis
IDENTIFIERS- China; Japan; State Policy; Taiwan

The five commissioned papers in this anthology provided part of

ED 372 598 FL 022 019

De Par en Par (Wide Open), 1993.
PUB DATE- 93
NOTE- 156p.
LANGUAGE- Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Students; Class Activities; Content Area Reading; Elementary Education; *Elementary School Students; English (Second Language); Illustrations; *Instructional Materials; Native Speakers; *Spanish; Units of Study

This document consists of the four issues of the serial "De Par en Par" published during 1993. This serial provides lessons in Spanish for elementary school children. It is written by bilingual education teachers for use in the bilingual classroom. The magazine bases itself on the K-6 curriculum and offers a variety of activities for classroom use. The four magazines in the 1993 series are "Our World," "Our Tradition," "The City and the Country," and "Transportation and Communication." There are many activities in each unit, such as crossword puzzles, imagination exercises, and matching exercises. Each magazine contains a number of colorful and appealing illustrations. (KM)

ED 372 599 FL 022 187

Clarendon Alternative School Japanese Bilingual Bicultural Program: Curriculum Sampler.
PUB DATE- May 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; Class Activities; *Course Content; *Cultural Awareness; Curriculum Design; Elementary Education; English (Second Language); Grammar; History Instruction; Instructional Materials; *Japanese; Lesson Plans; Native Language Instruction; Science Instruction; Second Language Instruction; *Second Languages; Vocabulary Development
IDENTIFIERS- Japanese People

Sample lessons and instructional materials from a Japanese bilingual/bicultural elementary school program are presented. The lessons are designed to integrate Japanese language instruction with content instruction, using thematic units related to the core curriculum. The ten lessons are organized by target grade (K-5), and describe classroom procedures, additional instructional materials used, and group and individual activities, and may contain student worksheets, instructional aids, photographs of classroom activity, and/or samples of student work. Lesson topics include: a Japanese folk tale; creation of a big book in both English and Japanese; an experiment with air and water; telling time; a new year's celebration; use of origami to study the crayfish; a combination of mathematics concepts and history; haniwa clay sculpture; and description of past and present events through the study of poetry. (MSE)

ED 372 600 FL 022 214

Hall, Stephen

English in their cognitive processing and were also observed to be doing so. They would read the problem in Spanish but would shift to English immediately or as soon as they had some conceptual difficulty. (Contains 18 references.) (MDM)

ED 372 622 FL 022 314

Heitzman, Shirley M.
Language Use in Full Immersion Classrooms: Public and Private Speech.
PUB DATE- Jan 94
NOTE- 50p.; Summa Thesis, University of Minnesota. For a related paper, see FL 022 313.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Bilingualism; Classroom Communication; Code Switching (Language); *Cognitive Processes; Elementary School Students; *English; Grade 5; Grade 6; *Immersion Programs; Individual Differences; Intermediate Grades; Language Attitudes; Language Role; *Language Usage; Mathematics Skills; *Spanish; Speech Communication; Student Attitudes

This thesis reports on a study of the use of first and second languages among students of a Spanish immersion program. Eight fifth- and sixth-graders with varying levels of Spanish proficiency participated in the study. Data were collected through student verbal reports, questionnaire-based interviews, classroom observations, and background information such as school grades and achievement test scores. The study found that although students used Spanish when talking to the teacher in teacher-fronted classrooms situations, they were unlikely to use Spanish when talking to fellow students, unless the students were working on an academic task. Learners were able to understand written and verbal instructions in Spanish, especially if these instructions were over material easily grasped. However, learners had more difficulty understanding instructions in Spanish if the material was new or difficult for any reason. (Contains 41 references.) (MDM)

ED 372 623 FL 022 316

Choonoo, John
Transitional Intervention Program (Project TIP). Community School District 10. Final Evaluation Report, 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Bilingual Education Programs; Curriculum Development; Elementary Education; English (Second Language); Instructional Materials; Limited English Speaking; Native Language Instruction; Parent Participation; Program Descriptions; *Program Effectiveness; *Program Evaluation; Questionnaires; Second Language Instruction; Staff Development; *Transitional Programs
IDENTIFIERS- New York City Board of Education; *Project TIP NY

This report presents an evaluation of the Transitional Intervention Program (Project TIP), an Elementary and Secondary Education Act Title VII-funded project in its second year of operation at Public Schools 33 and 85 in the Bronx, New York. The project served a total of 383 students of limited English

Second-Language classroom. In addition, years of teaching experience had little effect on preference for process-oriented vs. product-oriented strategies. (Author/MSE)

ED 372 642 FL 022 343

Marquez, Judith A.; Sawyer, Cheryl B.
Curriculum Extension for the Gifted and Talented Student with Limited English Proficiency.
PUB DATE- 94
NOTE- 12p.; In: Malave, Lilliam M. Ed. National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93. See FL 022 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Curriculum Design; *Curriculum Development; Elementary School Students; Elementary Secondary Education; *Gifted; *Limited English Speaking; Secondary School Students; Student Needs; *Talent; Teacher Characteristics
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This paper offers suggestions for meeting the special needs of gifted and talented (GT) students of limited English proficiency (LEP) through an extension of the differentiated curriculum. An overview of the differentiated curriculum is offered, and issues that must be addressed in meeting the needs of the GT/LEP student are discussed. Teaching strategies and methods that can be used in GT/LEP instruction, and recommended teacher characteristics, are also outlined. It is concluded that although no specific pre-packaged curriculum can be recommended to meet the needs of GT/LEP students, the criteria discussed here should be used in developing instructional strategies for this population. The curriculum, when extended using the criteria recommended here, is seen as providing the necessary foundation for both cognitive and linguistic development. (Author/MSE)

ED 372 643 FL 022 344

Harris, Kathleen C.; Nevin, Ann
Developing and Using Collaborative Bilingual Special Education Teams.
PUB DATE- 94
NOTE- 13p.; In: Malave, Lilliam M. Ed. National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93. See FL 022 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Case Studies; Classroom Techniques; Cooperation; Elementary Secondary Education; Instructional Effectiveness; *Interprofessional Relationship; Junior High Schools; *Limited English Speaking; *Special Education; Speech Language Pathology; *Teacher Characteristics; Teaching Methods; *Team Teaching; Urban Schools

The experience of one urban school district in developing and implementing a program of team teaching for bilingual special education students is examined. Bilingual education teachers, special education teachers, specialists in speech pathology and English as a Second Language, and principals collaborated to quarters of the first post-program year; somewhat less than half had earnings in all 4 quarters of the second year; about 16 percent had earnings above the 1990 federal poverty line for a 3-person family during their first post-program year; and about 22 percent had earnings above this level in the second year. Because the study lacked a control group, it provided limited information on the effectiveness of JTPA training for welfare recipients. Analysis indicated that the study had only limited relevance to the welfare time limit debate. At most, the results suggested that even among a select group of welfare recipients who were willing and able to enroll in a JTPA training program, a quarter did not find employment, half of those that did find jobs had difficulty staying employed, and only a small fraction earned their way out of poverty. (YLB)

ED 372 185   CE 066 713

Groff, Warren
Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. Phoenix Cluster.
PUB DATE- 93
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Computer Assisted Instruction; Computer Uses in Education; Curriculum Development; *Doctoral Programs; Educational Practices; Futures (of Society); Higher Education; *Labor Force Development; *Leadership Training; *Seminars; *Strategic Planning; Technological Literacy; Training Methods; *Vocational Education
IDENTIFIERS- Nova University FL

This document describes the human resources development (HRD) seminar that has been part of Nova University's nontraditional practitioner-oriented, problem-solving, field-based doctoral program in higher education since 1990. Discussed first are HRD in the agricultural and business industrial eras and changing HRD practices/needs in the context of cognitive synapses and electronic networks. An overview of Nova University's programs for higher education and HRD, descriptions of the Phoenix Cluster HRD seminar's three sessions, and the conceptual framework of Nova University's program to create high-performance learners and leaders are presented next. A 33-item bibliography is included. Appendixes constituting approximately 80% of this document include seminar instructions/assignments and supplemental materials, instructional support materials, sample HRD vision and action plans, and the following seminar papers: "CAE-LINK Training Operations Strategic Action Plan" (Steven J. Tourville); "Central Training Academy Human Resources Department Plan of Action" (James R. Frazier); "Creation of Functional and Discipline Specific Remote Computer Labs for the Implementation of Computing and Information Technology across the Curriculum at Chandler-Gilbert Community College" (Wayne G. Gautreau); and "Action Plan towards Development and Implementation of an Interactive, Multimedia Computer Program (Karen E. Hoblit). (MN)

ED 372 186   CE 066 715

Baydar, Nazli; And Others
Early Warning Signs of Functional Illiteracy: Predictors in Childhood and Adolescence. Occasional Paper OP94-01.

Institutes; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Job Training Partnership Act 1982; *Minnesota; Requests for Proposals

A study evaluated the use of the request for proposal (RFP) process as a method of distributing federal vocational education and job training funds in Minnesota. Thirty-seven employees of Minnesota technical colleges, community-based organizations, service delivery areas, and state agencies who had actually prepared proposals requesting Job Training Partnership Act funds and 30 employees who had responded to Perkins Act RFPs were surveyed regarding their expectations and opinions of the RFP process. The RFP process was said to provide an opportunity to obtain funds not otherwise available for target populations. A need was expressed for coordinated proposal due dates and consistent proposal formats. Assistance of state agency staff in RFP preparation was considered helpful. The following actions were recommended: (1) simplify and align RFP formats and requirements for all funding; (2) determine the effectiveness of programs funded through the RFP process in achieving their stated objectives and the extent to which programs funded through the RFP lend themselves to replication in other settings; and (3) improve the professional development process for the application and implementation of RFPs. (Appended are the questionnaire and lists of terms and acronyms and project advisory committee members.) (MN)

ED 372 204 CE 066 797

Rominger, Duane A.; And Others
The Condition of Correctional Education in Minnesota: Toward a Vision for Learning.
PUB DATE- 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Education; *Adult Vocational Education; *Correctional Education; Delivery Systems; *Educational Needs; Educational Objectives; *Educational Opportunities; Educational Practices; Needs Assessment; Outcomes of Education; *Program Effectiveness; Program Improvement; Questionnaires; Special Needs Students; *State Programs; State Surveys; Teacher Attitudes; Vocational Education Teachers
IDENTIFIERS- *Minnesota

A study examined the condition of vocational education in correctional institutions in Minnesota. A literature review was conducted, and surveys were sent to 57 instructors and 18 supervisors of vocational education in correctional institutions throughout Minnesota. Forty-one of 57 instructors (72%) and all 18 supervisors (100%) completed the surveys. The data were insufficient to determine the effectiveness of vocational programs in helping offenders attain employment/living skills and economic self-sufficiency and avoid recidivism. The data were sufficient, however, to recommend that Minnesota's governor and legislature establish a statewide system of intensive and sustained transitional services for individuals and that the commissioner of the Minnesota Department of Corrections take the following actions: recognize and accommodate the unique educational requirements of the special needs learners served by vocational education in prisons; establish and implement a system for continuous improvement of correctional service that includes follow-up of sectional management issues, and presentation of colleges' achievements to external audiences. MVA may be used for the following purposes: improving guidance and selection, better identifying learning support needs, reviewing and target setting, managing for quality improvement, marketing the college, and maintaining public accountability. A number of issues must be resolved before further education colleges can justify taking action on the basis of MVA. The major issues in the debate surrounding MVA are the degree of correlation between input and output data and the extent to which dissimilar data can be aggregated while still permitting sound conclusions to be drawn. Despite these issues, further education colleges and national bodies have expressed extensive interest in developing the MVA. The best use of MVA has been found to occur when the validity of findings is examined critically, crude comparisons between performance in different subjects are avoided, and systems are introduced and conclusions expressed in ways that are likely to motivate learners and staff to improve rather than to exclude them. (MN)

ED 372 222 CE 066 818

Taylor, Maurice
Literacy Portfolio Assessment: A Resource for Literacy Workers.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Jun 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Adult Literacy; Evaluation Methods; Foreign Countries; Informal Assessment; *Literacy Education; *Portfolios (Background Materials); Program Effectiveness; Program Evaluation; *Student Evaluation; Student Improvement; Student Records; Writing Evaluation
IDENTIFIERS- Alternative Assessment; Canada; *Portfolio Approach

This resource document provides general information about literacy portfolio assessment, guidelines on using the technique, and a format for getting started. The first part discusses testing and assessment in adult literacy and basic education, alternative assessment, and literacy portfolios. The second part contains a list of questions and steps to guide an instructor into portfolio assessment. Actual tools and procedures for helping a learner develop a literacy portfolio are provided. The tools are divided into three phases. Early assessment (intake or start-up activities) tools include the following: adult basic education learner information, goals list and literacy inventory, screening and placement interview, looking at one's own reading behavior, educational goals plan and progress record, and preattitudes of adult students. Ongoing assessment (in-class progress activities) tools are as follows: reading progress checklist; writing progress and process checklists; weekly self-assessment; writing conference record; spelling self-test; book list; learning log; daily log; form for recording; attendance and writings; monthly review; teacher's log; reading, personal, dialogue, and reading response journals; and listening progress. Looking back (end of the cycle, term, or program activities) tools include the following: reading and writing information sheets, questions for program evaluation, using literacy to make change, progress company training, guidance for adults, and training for trainers). Section 3 explains regulatory and financial arrangements regarding VET, and section 4 analyzes the Europeanization of VET and trends in VET systems in the UK. Appended are a glossary and lists of acronyms/abbreviations, major organizations providing or regulating VET in the UK, and 11 publications. Thirty-six tables/figures are included. (MN)

ED 372 241 CE 066 852

Spoden, Nadine
Training in the Retail Trade of the Grand-Duchy of Luxembourg. Report for the FORCE Programme. Retail Sector.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Distributive Education; Educational Practices; *Educational Trends; Employment Patterns; Employment Practices; Financial Support; Foreign Countries; *Industrial Training; Postsecondary Education; Program Costs; Program Development; *Program Effectiveness; *Retailing; Tables (Data); *Training Methods; Training Objectives
IDENTIFIERS- *Luxembourg

A study examined training in the retail trade in Luxembourg. During the study, information was gathered on employment, work, and training patterns in Luxembourg's retail sector, and case studies of a retail clothing firm and a large supermarket with permanent continuing vocational training for all employees were conducted. The general/personnel manager and five participants in the clothing retailer's training programs were interviewed along with the supermarket's personnel, branch, and store managers and three participants in supermarket's training courses. A total of six representatives of external training bodies were also interviewed for the two case studies. Both companies used a systematic approach to training activities. Employees/unions did not participate in defining training objectives or developing training programs at either company. Both companies' objectives for training were to increase staff loyalty/motivation and improve profitability. Low-skilled workers attended internal training exclusively, whereas middle/senior management staff attended both external and internal training courses. Figures/indications regarding training costs and benefits were very difficult to obtain for either company; however, it was established that the amounts allocated to training activities (especially to internal training) at both companies have increased in recent years. (Contains 17 tables/figures.) (MN)

ED 372 242 CE 066 853

Cerdeira, Maria Conceicao; And Others
Training in the Retail Trade in Portugal. Report for the FORCE Programme. Retail Sector.
PUB DATE- 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Distributive Education; Educational Practices; *Educational Trends; Employment Patterns; Employment Practices; Financial Support; Foreign Countries; *Industrial Training; Postsecondary Education; Program Costs; Program

individualize instruction, think family literacy, watch for handicapping conditions, think technology, choose instructional staff carefully, use volunteers to best advantage, and acknowledge adult literacy programs are hard but rewarding work. A 36-item bibliography is appended. (YLB)

ED 372 261 CE 066 877

Employment and Training for America's Homeless: Report on the Job Training for the Homeless Demonstration Program. Report to Congress.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 94
NOTE- 292p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Demonstration Programs; Economically Disadvantaged; *Employment Programs; *Employment Services; *Homeless People; *Housing; Housing Needs; *Job Placement; *Job Training; National Programs; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Job Training for the Homeless Demonstration Prog

The Job Training for the Homeless Demonstration Program (JTHDP) was evaluated to assess its implications for providing effective employment and training services for homeless persons. Findings indicated that it is feasible to establish employment and training programs at the local level to serve the general homeless population and specific subgroups. Only a small percentage of the homeless population were being served by Department of Labor employment and training programs. A wide variety of public and private agencies successfully established and operated employment and training programs for homeless persons. JTHDP experience underscored the importance of providing a comprehensive range of services, which often required linkages with other service providers. Comprehensive and ongoing participant assessment was critical to identifying specific obstacles to employment and to tailoring services to needs. Other necessary program components were short-term job search/placement services and long-term follow-up and support. JTHDP experience indicated that about one-third of homeless participants in a mature national employment and training program would be likely to secure jobs, about 40 percent would be likely to upgrade housing, and about one-fourth would secure permanent housing. Costs varied substantially across sites. (Appendixes, amounting to approximately one-half of the report, include synopses of JTHDP exploratory phase, phase I, and phase II projects and detailed breakdown of participant characteristics.) (YLB)

ED 372 262 CE 066 879

Labor Shortage Case Studies. Research and Evaluation Report Series 93-E.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 93
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Needs; *Educational Policy; Education Work Relationship; *Employment Qualifications; Labor Force; Labor Force Development; Literacy Education; *Policy Formation; Public Policy; *Wages; *Welfare Recipients
IDENTIFIERS- Welfare Reform; Workplace Literacy

With a national goal announced as "ending welfare as we know it," it is necessary to discuss questions regarding targeting, sanctions and incentives, service delivery, and success criteria for adult literacy programs that attempt to train low-literate adults for jobs. At present, there are about 14-15 million recipients of Aid to Families with Dependent Children (AFDC), two-thirds of them being children. Total expenditures for benefits in 1992 were more than $22 billion. More than half of the 4.6 million parents on AFDC are under 30 years old, with 8 percent under 20 years old. Approximately two-thirds of welfare recipients collect assistance for less than 2 years at a time, using it as a transition through hard times. As a group, welfare recipients have significantly lower educational attainment and achievement than the general adult population, with nearly half having less than a high school diploma; 40 percent of welfare recipients in a national survey of adult education programs possessed skills below the high school entry level. Approximately 70 percent of welfare recipients are concentrated in the two lowest literacy levels. Like other adult literacy students, AFDC recipients who enroll in adult literacy classes often have negative prior school experiences, learning disabilities, low self-esteem, and little confidence in their capacity to learn. In order to formulate policies to reform welfare, answers to the following questions must be sought: What should the goals of adult literacy and basic skills programs for welfare recipients be? What performance standards should be developed for the literacy and basic skills components of welfare-to-work programs? What is known about successful strategies for welfare-to-work programs? How should resources be targeted? and What are the policy and legislative implications of these recommendations? (Contains 14 references.) (KC)

ED 372 280 CE 066 910

Getting Ahead...And Staying There. Pre-Employment Class Student Manual.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 51p.; For a related tutor manual, see CE 066 911; for the final report, see CE 066 918.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Employment Potential; High School Equivalency Programs; Job Application; *Job Search Methods; *Job Skills; *Learning Activities; *Literacy Education; *Migrant Adult Education; Migrant Employment; Migrant Programs; Migrants; Migrant Workers; Objectives
IDENTIFIERS- Florida; *Workplace Literacy

discusses ways to implement them with adult students. For each standard, a rationale, application, and summary are given. The standards cover the following subject areas: mathematics as problem solving; mathematics as communication; mathematics as reasoning; mathematical connections; estimation; numbers, operations, and computation; patterns, relationships, and functions; algebra; statistics and probability; geometry and spatial sense; measurement; and evaluation and assessment. (KC)

ED 372 298 CE 066 943

Leonelli, Esther, Ed.; And Others
Implementing the Massachusetts Adult Basic Education Math Standards: Our Research Stories. The ABE Math Standards Project. Volume 2.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 264p.; For related documents, see CE 066 942-944.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Classroom Techniques; Curriculum Development; Educational Research; Literacy Education; *Mathematical Applications; *Mathematics Instruction; Research Projects; State Curriculum Guides; *State Standards; *Teaching Methods
IDENTIFIERS- *Massachusetts; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards

The product of a project conducted in Massachusetts to apply the National Council of Teachers of Mathematics' (NCTM) "Curriculum and Evaluation Standards for School Mathematics" to adult basic education (ABE) learning environments, this volume is a collection of teacher-researchers' essays on field-based application of the adapted standards. The following essays are included: "Can the Fear of Manipulatives Be Overcome?" (Debra Richard); "Making Connections in Math and Science" (Karen DeCoster); "'It's Not through the Book'" (Leonora E. Thomas); "Exploring the Metric System in a Workplace Education Class" (Judith Sulzbach); "Non-Traditional Problems in the Forefront" (Marilyn Moses); "Learning to Learn. How Long Does It Take?" (Leslie Arriola); "Manipulatives vs. Rote Memory" (Margaret Fallon); "When You Have a Problem, Use Your Head (...and Your Instinct)" (Thomson Macdonald); "'They Never Asked Me: Who Did They Ask?'" (Shelley Bourgeois, Martha Merson); "'What If I Used Research and the Scientific Method to Teach Problem Solving?'" (Catherine M. Coleman); "Journey into Journal Jottings" (Donna Curry); "Shapes and Stitches: Quilting in an ABE Math Class" (Linda Huntington); "When Students Work in Teams" (Barbara Blake Goodridge); "Learning by Doing, or What Happens When Students Write Their Own Math Word Problems?" (Tricia Donovan); "Evaluating Creative Mathematical Thinking and the GED General Educational Development Test " (Sally Spencer); and "Adult Diploma Program Math Research" (Susan Barnard, Kenneth Tamarkin). (KC)

ED 372 299 CE 066 944

ABE Math Standards Project. Formative Evaluation Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 80p.; For related documents, see CE 066 942-943.

responded in an encouraging, passive, or resistant manner to her father's sexual advances, and Attitudes toward Women Scale (AWS) scores were assessed for prediction of blame. Respondents' confidence that child sexual maltreatment (CSM) occurred in the hypothetical case, their beliefs regarding its likelihood, and their probability of reporting it were assessed along with demographic characteristics, and training, education and involvement in CSM. Teachers and psychologists assigned the majority of both types of blame to the father; however, both groups also blamed the child. Professional position nor victim response affected blame attributed to the child, despite psychologists reporting higher estimates of likelihood, reporting, education, training, and CSM involvement. Traditional women blamed the victim and mother more, and likelihood and confidence predicted AWS scores. The majority of participants would report the case; however, Californians and psychologists reported higher probabilities of reporting, while Tennessee teachers reported lower probabilities of reporting. (Author)

ED 372 317 CG 025 524

Tentoni, Stuart C.
Using Co-Therapy in the Training of Therapists.
PUB DATE- 12 Aug 94
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Clinical Experience; *Counselor Educators; *Counselor Training; Practicums; *Practicum Supervision; Professional Training; *Teacher Supervision; Therapists; Therapy
IDENTIFIERS- *Counseling Preparation Techniques

This paper reviews the literature on the developmental stages of trainees and supervisors and how experience changes each of these groups. The assumption that trainees and supervisors learn and improve as they gain in experience does not explain how psychology trainees and supervisors change. The nature of this change leads to a number of questions: (1) Should the supervisory process be proactive or reactive? (2) Should the trainee learn the theoretical orientation of the supervisor or should the supervisor adapt to the trainee's theoretical orientation? and (3) Should supervision models be based upon counseling theories? While much of the research on trainee changes implies a stage theory of trainee development, there has been little systematic research on supervisor changes. What is known about supervisor development reveals that supervisors do not become more competent as they gain experience. Since practicums are essential in trainee development and since supervisors of trainees have to make every minute of supervision count, a co-therapy or co-intake procedure allows the supervisor to offer trainees more immediate and relevant feedback regarding intake and therapy sessions. Co-therapy also immerses trainees in the therapy process, allowing a continual focus on the student client and on the trainee's needs. (RJM)

ED 372 318 CG 025 573

Epps, Patricia H.; Vallenari, Alison C.
Tobacco Prevention Using Peer Leadership: Training Manual for CHAMPS.

Milgram, Gail Gleason
Facts on the Effects of Alcohol. Clearinghouse Fact Sheet.
PUB DATE- 90
NOTE- 4p.; For a related document, see CG 025 633. The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alcohol Abuse; *Alcoholic Beverages; Behavior; *Drinking; Pharmacology
IDENTIFIERS- Ethanol; *Motor Inhibition

Ethyl alcohol (ethanol) is one of the few alcohols that humans can drink. This alcohol is a byproduct of yeast's reaction with the sugars in fruit or vegetable juice and the process stops naturally with about an 11 to 14 percent alcoholic concentration, although distillation can greatly increase the alcoholic content. Once ingested, most alcohol passes into the small intestines and then into the bloodstream. The body disposes of alcohol in two ways: (1) elimination through the lungs and kidneys; and (2) oxidation. The latter process removes 90 percent of the alcohol and the liver plays a major role in this mechanism. The liver, though, can only oxidize a certain amount of alcohol every hour so individuals are advised to drink slowly. Alcohol's effect depends on a variety of factors, including: (1) how one feels before drinking; (2) what the drinker expects alcohol to do; (3) how much one drinks; (4) how long one takes to drink; (5) the type of alcoholic beverage; (6) the size of the drinker; (7) food in the stomach; and (8) experience in using alcoholic beverages. The effects of alcohol are directly related to the concentration of alcohol in the blood. The first brain function to be impaired is usually one's ability to think and make decisions, followed by decreased motor function. In many states a blood alcohol concentration (BAC) of .10% is considered legal evidence that a driver is intoxicated. Some states use a BAC of 0.08% and in some European countries the legal BAC is 0.05%. (RJM)

ED 372 337 CG 025 639

Wexler, Arnold; Wexler, Sheila
Facts on Compulsive Gambling and Addiction. Clearinghouse Fact Sheet.
PUB DATE- 92
NOTE- 4p.; The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Diseases; Family Problems; Mental Health; *Substance Abuse
IDENTIFIERS- Endorphins; *Gambling; Risk Taking

For millions of people, gambling offers a harmless and entertaining diversion from everyday life. For others, however, gambling represents a moment of overwhelming compulsion.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselors; Counselor Training; Cross Cultural Studies; Foreign Countries; *Supervision; Supervisors; *Supervisory Methods
IDENTIFIERS- ERIC Digests; *United Kingdom

This digest focuses on international perspectives related to counseling supervision. It describes two strands in the history and understanding of supervision, one emerging from the United States and the other from Britain. The factor that distinguishes them is the location of counseling training. In the United States counselor training has largely taken place in universities, while in Britain counselor training has existed almost exclusively within the private domain. The American and British systems of counselor supervision are compared and contrasted. The digest presents a developmental plan for the supervision process, noting that there appears to be a number of steps through which supervision develops. Internationally, countries may be seen at different stages of counseling supervision. Seven stages of supervision development are identified. The digest concludes that what is needed is more awareness of the cultural aspects of supervision so that supervision can be integrated into different countries with culturally-sensitive adaptations. Contains 9 references. (NB)

ED 372 359 CS 011 775

Henry, Diane E.
Whole Language Students with Low Self-Direction: A Self-Assessment Tool.
PUB DATE- 94
NOTE- 71p.; Appendix D is not included.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Grade 1; Mixed Age Grouping; Primary Education; Reading Research; *Self Concept Measures; *Self Evaluation (Individuals); Student Attitudes; *Student Evaluation; Whole Language Approach
IDENTIFIERS- Virginia

A study implemented a self-assessment tool developed to better address the needs of students with low self-direction in an integrated kindergarten/first grade whole language classroom. The tool is an adaptation of the plan/do/review model of the High Scope curriculum for early childhood instruction. The teacher targets students with low self-direction (as well as students with high self-direction, for comparison), and a survey of self-directed behaviors is given to all students. Base levels of on-task behaviors for targeted students are established. The tool is used for a period of 12 days; on-task behavior is measured again after this period, and the students are resurveyed for self-direction. Quantitative data from 6 of the 20 students in a multi-age whole language classroom in central Virginia supports the use of the tool for students with low self-direction. Observations and student interviews confirm results, and lend further insight into the helpfulness of the tool. (Contains 21 references and 6 tables of data. Four appendixes present student checklist forms.) (Author/RS)

ED 372 360 CS 011 779

views and information necessary for teachers, staff, and volunteers of enrichment reading for at-risk children. The value of reading was reinforced by providing increased books and magazines that assisted the teachers with classroom libraries and materials for reading aloud. Volunteers, such as peers and individuals from the community, were effectively incorporated with the teacher's needs. Analysis of the data indicated that parents reported their children enjoyed the time spent reading stories together and that they had increased their reading. Teachers stated that the at-risk children who were read to exhibited an attitude of confidence and expanded literacy development. (Contains 33 references. The beginning survey and the parent survey instruments are attached.) (Author/RS)

ED 372 379 CS 011 800

McCabe, Don
If It Is To Be, It Is Up to Us To Help: Helping Volunteers Become Reading/Spelling Tutors Not in One Session but in Seven or More. A Lesson Plan Book for Teachers To Train Volunteers (Such as Family Members) To Assist in the Learning-to-Read Process.
PUB DATE- 91
NOTE- 72p.; For related books, see CS 011 801-802.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Adult Basic Education; Class Activities; *Course Content; Lesson Plans; Programmed Instruction; *Remedial Reading; *Spelling Instruction; Teacher Student Relationship; *Tutoring
IDENTIFIERS- Reading Management

This book describes how to organize and run a course for adults who want to learn how to tutor their own children, their spouse, or friends and relatives. The book begins with a detailed discussion of how to set up the course, a sample form letter for principals to send home, lists of course objectives and free or inexpensive materials, and a 17-item selected bibliography. The main part of the book consists of detailed descriptions of seven sessions that comprise the course: (1) outline of the course for the student; (2) forgetting--the key to remembering; (3) using the kitchen and television to teach reading; (4) working on sight words; (5) using tape recorders and camcorders; (6) working on advanced phonics patterns; and (7) using the student's book to record progress. (RS)

ED 372 380 CS 011 801

McCabe, Don
If It Is To Be, It Is Up to Me To Help: Helping Anyone Overcome Reading/Spelling Problems. A Tutor's Text for Volunteer Tutors Such as Parents, Spouses, or Friends of Dyslexics.
PUB DATE- 91
NOTE- 92p.; For related books, see CS 011 800 and CS 011 802.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Adult Basic Education; *Dyslexia; *Programmed Instruction; Programmed Instructional Materials; *Reading Difficulties; *Remedial Reading; *Spelling Instruction; *Tutoring
IDENTIFIERS- Reading Management

fundamental assumptions of both the instructor and the other students. Their work, in fact, may not make full sense to many of its readers. The experiences of those whose identities are marked by the culture--marked as not-straight, not-white, not-male, etc.--are paradoxically invisible to individuals not marked. More often than not, when a student "knows" something which exceeds the knowledge of his or her instructor, which is in other words un-knowable, then this knowledge is interpreted as confusion or inability on the part of the student. When the literary models provided to a student are insufficient, or when the available forms are inappropriate to her content, instructors can dismiss her as inarticulate. Or they can interrogate their own position with regard to the assumptions underlying the work. (TB)

ED 372 399　　　　　CS 214 423

Winter, Kathleen R.
Learning Theory for Use in the Composition Classroom.
PUB DATE- 18 Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Higher Education; Literature Appreciation; Reader Response; Rhetorical Theory; Undergraduate Students; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Composition Literature Relationship; Composition Theory; *Response to Literature

Teaching "some" literature in a college composition course is important because it offers variety, enlivens classroom discussion, introduces different writing styles, and helps students to understand and study life. The debate over the appropriateness of literature in the composition classroom has been ongoing. Erika Lindemann believes that literature has no place in the teaching of composition because literature is not useful for students to model their essays after or analyze for style. Essays, she argues, are the proper reading material for composition. By contrast, Gary Tate contends that college instructors submitted too quietly to the "rhetoric police" of the 1960s; bothered by the current emphasis on academic discourse, he fears that composition has been turned into a "service course" for all disciplines. This paper describes the use of a reader-response approach, which includes at least one novel in composition classes for many reasons: (1) to expose students to literature and literary terms; (2) to build tolerance of various viewpoints and enhance classroom discussions; (3) to expand the unconscious; (4) to offer students pleasure and joy; (5) to prepare students, as Tate argues, to participate in important conversations outside the academy. Furthermore, few instructors feel equal to the task that rhetoric scholars ask of them: to prepare students for writing in all disciplines. (TB)

ED 372 400　　　　　CS 214 424

Sides, Donna T.
Designing a Home Writing Program To Study the Effects of Increased Parental Involvement on Second Graders' Writing Skills.

ED 372 419 CS 508 613

Hayward, Pamela A.
Getting It Right the First Time: An Exploration of Instructor Beliefs and Strategies for the First Day of Class.
PUB DATE- Nov 93
NOTE- 10p.; Portions of this paper presented at the National Conference on the Training and Employment of Graduate Teaching Assistants (4th, Oak Brook, IL, November 10-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Communication Research; Higher Education; Public Speaking; *Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship; *Teaching Assistants; Undergraduate Students
IDENTIFIERS- Communication Behavior; Teacher Beliefs Study

A study investigated teaching assistants' beliefs about the first day of class, the intersection between their beliefs and expectations, and the strategies they plan to use. Subjects were 12 teaching assistants (TAs) assigned to teach an introductory or intermediate level public speaking course to university undergraduates. Five teaching assistants had taught before and seven were about to teach for the first time. Subjects were interviewed prior to the first day of class. Results indicated that the TAs: (1) seemed most concerned that students leave the classroom the first day believing that the course will be challenging, fun, useful, and a way to expand their knowledge; (2) hoped that students would leave the classroom believing that the TAs were fair, available to help, and had high expectations; and (3) claimed they would achieve their goals through the use of their nonverbal cues, by talking about course policies, by explaining they are approachable, and by discussing their expectations for the students. Future research might compare what TAs say they will do on the first day to what they actually do. (RS)

ED 372 420 CS 508 614

Ediger, Marlow
Speaking and the Pupil.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Communication Skills; Creative Dramatics; Debate; Elementary Education; Skill Development; *Speech Communication; Student Needs
IDENTIFIERS- Communication Behavior; Conversation

Speaking activities should be stressed along with reading experiences in teaching-learning situations. It is important for learners to develop needed skills in reporting to others in a group setting. The teacher and the pupils in the classroom should support each other so that satisfying experiences in oral communication are an end result. Objectives to emphasize in oral communication need to be carefully selected by those involved in teaching-learning situations, be it the teacher(s), principal, supervisor, or other persons with professional training. A variety of learning opportunities should be elements. A public relations teacher uses two audio tapes and a true story about a former student in her classroom. Garrison Keillor's 12-minute story "Tomato Butt" (dealing with beating the heat by picking tomatoes) is used as a basis for class discussion of positive aspects of descriptive language. A second human interest story, an audiotaped lecture about an automobile trip to a cafeteria that no one actually wanted to go to, entitled "Trip to Abilene" by Jerry Harvey, is used to guide group discussion on students thinking and acting for themselves and not going along with the crowd. A third story involves an experience from the teacher's early career regarding a student overcoming his communication apprehension--not through the teacher's intervention but through the use of phenobarbital. Students love to laugh at the story, and quickly realize that if that student could overcome communication apprehension, they can too. (RS)

ED 372 439 CS 508 635

Lawson, Harold L.; Odle, Charlene
So You Want To Host a Forensic Tournament: The Checklist Approach to Tournament Management by Objectives.
PUB DATE- Apr 94
NOTE- 41p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Debate; Educational Planning; Guidelines; Higher Education; *Program Design; *Program Implementation
IDENTIFIERS- *Debate Tournaments

Successful forensic tournaments are educational instruments that foster knowledge in areas of public speaking, debate, and interpretation, and can be an integral part of the process in carrying out program and department objectives and goals. Reasons to host a forensic tournament include: a need for competition in that area of the country; a professional obligation to repay other schools for their efforts; the political advantage of a program to host a tournament; and implementation of particular philosophies of forensics or of tournament administration. Through implementing the management strategy of the 3-stage, 3-checklist approach, the forensic director can enhance and maintain program credibility while providing an intellectually challenging activity for students, tournament participants, and faculty adjudicators. Stage one and checklist one is determining the objectives of the tournament. Stage two and checklist two is determining the barriers to obtaining those objectives. Stage three and checklist three is an enumeration of the steps necessary to overcome the barriers and achieve the objectives. The third-stage checklist becomes the working document for the tournament director and staff to follow in the actual implementation of the tournament. (Appendixes present a stage-three checklist based on a committee structure and a stage-three checklist based on delegation of duties to individuals. Contains nine references.) (RS)

ED 372 440 CS 508 636

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Comparative Analysis; Discourse Analysis; Higher Education; *Persuasive Discourse; Theory Practice Relationship
IDENTIFIERS- Advertising Effectiveness; Classical Rhetoric; *Rhetorical Strategies; *Sophists

Using sophistic theory and focusing on intersections in the practice and reception of sophistry and advertising, a study analyzed a contemporary advertising campaign. A number of extrinsic similarities between sophistic and advertising rhetoric exist: their commercial basis, their popular reception as dishonest speech, and the reception of both as nonetheless entertaining. Besides surface parallels, there are also intrinsic correlations. The techniques of antithesis, parataxis, and probability employed by the Sophists reappear in late 20th century advertising. The current campaign for the Saturn automobile allows for rhetorical analysis. The common theme of the Saturn print campaign (as seen in three representative ads) could be stated as: "real" people are the people who buy Saturns, because "real" people also recommend them. The ads all feature ordinary people who are much more in evidence than the product itself. Contemporary advertising employs a rhetoric not of fixed, monologic, hypotactic certainty, but one of fluid, antithetical, paratactic reasoning--that of sophistry. Although it may be a stretch to conclude that the persuasive techniques championed by a small group of orators in the fifth century B.C. directly inform the rhetoric of advertising, a web of connections links the two. With the proliferation of advertising and with its power to motivate and persuade, access to every analytical tool is needed. This use of the Sophists can serve as an effective instructional exercise, both in the advertising course and in the rhetoric course. (Includes illustrations of the Saturn advertisements. Contains 15 references.) (NKA)

ED 372 459 CS 508 664

Palmeri, Anthony J.
Orality, Literacy, and Malcolm X.
PUB DATE- 18 Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Community; Black Culture; Blacks; *Educational Benefits; Independent Study; Individual Power; Literacy; *Racial Attitudes; *Religious Factors
IDENTIFIERS- *Literacy as a Social Process; *Malcolm X; Orality

In his autobiography, Malcolm X wrote that he did not become fully literate until he went to prison in the 1940s. Literacy profoundly changed Malcolm's life--his progression from street talker, to spokesman for the Nation of Islam, to independent spokesman for human rights, is related to changes in his consciousness brought on by literacy. When he lived on the streets of New York, hustling for a living, Malcolm relied on oral communication. One scholar argues that part of the resistance to white racism and domination was the creation by Blacks of a fast-paced, improvisational language that contrasted sharply with the passive stereotyping of the tongue-tied "sambo." Malcolm never lost his "street talker" skills, and those with more collegial/participative management were more likely to focus on developing their own change strategies. Three tables are included. (LMI)

ED 372 478 EA 025 957

O'Halloran, Kevin
Why Lock the Doors at Three O'Clock? Innovative Community Uses for the Neighborhood School.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Planning; Elementary Secondary Education; Family School Relationship; Partnerships in Education; *School Buildings; *School Community Programs; *School Community Relationship; *Space Utilization

Today, many communities are expanding the roles of their schools and school buildings. This development is reversing a trend dominant for several decades, which has alienated the school from much of the community. This report focuses on community uses for local schools--how the role of the schoolhouse has changed over time and how four medium-size cities are currently returning the schoolhouse to the center of public life. The Pew Partnership for Civic Change recently asked over 100 cities with populations between 50,000 and 100,00 to describe their own successful civic collaborations. The following four projects are described: (1) centralizing family social services in three elementary schools in Charleston, West Virginia; (2) revitalizing the neighborhood in Utica, New York; (3) creating portable youth program centers in Visalia, California; and (4) establishing supplemental programs for middle-school students in Waco, Texas. Conclusions are that community use of school facilities can build neighborhood cohesion, positive community-school relations, and improved family-teacher relationships. (LMI)

ED 372 479 EA 025 958

Odden, Allan
Including School Finance in Systemic Reform Strategies: A Commentary. CPRE Finance Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Support; Resource Allocation; *School Based Management; School Funds; *School Restructuring; School Support

School finance is once again a hot topic across the country. Despite the current turmoil in education finance, reform remains a priority at both the state and federal levels. This report examines the school finance issue and proposes that education funding be tied more closely to systemic reform initiatives. It next describes past trends in school finance for nonschool hours; and (3) those provided during nonschool and traditional hours. The 11 models include the following: accelerated schools; alternative educational programs; before-and-after school programs; the Corner School Development Program; the Comprehensive School Improvement Management Concept; Family Resource Centers and Youth Services Centers; Parents As Teachers; service learning; Student Services Management Teams; teen parenting and pregnancy prevention; and year-round education. Sections on each model describe its program components, possible funding sources, steps for implementation, cost, and evaluation protocol. Local education agencies (LEAs) that have implemented the models and their contact persons are also listed. (LMI)

ED 372 500 EA 025 986

Witmer, Judith T.; Anderson, Carolyn S.
How To Establish a High School Service Learning Program.
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- High Schools; Human Resources; *Human Services; Program Design; *Program Development; *Program Implementation; School Community Programs; School Community Relationship; Social Action; *Social Responsibility; Social Services; *Student Volunteers
IDENTIFIERS- *Service Learning

A great deal has been said and written about the importance of giving students the opportunity to provide service to others. This book is designed to provide educators with a "crash course" in how to start or repair such a program in their schools or districts. Following the introduction, chapter 1 defines service learning and explores its origins. The second and third chapters describe the purpose, goals, and principles of service learning programs. Guidelines for conducting needs assessment for the school or district are presented in the fourth chapter. Options for program design and other considerations are examined in chapters 5 and 6. Chapter 7 describes ways to gain the interest, confidence, and commitment of stakeholders. Specific tasks for getting started are outlined in the eighth chapter. Chapter 9 offers tips for understanding the administrative and managerial aspects of operation and maintenance, and chapter 10 discusses how to prepare for and overcome difficulties. The final chapter summarizes and reinforces important points. Appendices contain information sources on service learning and 20 annotated references. Two figures are included. (LMI)

ED 372 501 EA 025 995

Federal Aid: Revising Poverty Statistics Affects Fairness of Allocation Formulas. Report to the Ranking Minority Member, Subcommittee on Regulation and Government Information, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- May 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Disabilities.
PUB DATE- 93
NOTE- 16p.; In: Dais, Teresa; And Others. Selected Readings in Transition: Cultural Differences, Chronic Illness, and Job Matching. Volume 2; see EC 303 150.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Chronic Illness; *Delivery Systems; *Disabilities; Educational Legislation; *Education Work Relationship; Federal Legislation; Independent Living; Models; Secondary Education; *Student Educational Objectives; Systems Approach; *Transitional Programs
IDENTIFIERS- Empowerment

This paper examines transition from school to post-school activities for students with chronic illness and disabilities, with reference to: four legislative acts that impact transition services, seven legislated implementation mechanisms, seven outcomes areas, and a social system for evaluating services to transitioning youth. Transition legislation addressed includes Public Law 94-142, the Education of All Handicapped Children Act; the Individuals with Disabilities Education Act of 1990; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990. Mechanisms that are incorporated into this legislation to ensure critical transition outcomes include, among others: individualized transition services, inclusion of transition services in Individualized Education Programs, coordination of school and adult services, and individually determined outcomes. Transition services focus on employment, training and education, financial/economic, recreational, social relationships, independent living, and residential outcomes. A multiple systems approach is recommended for meeting the information, support, and service needs of students and their families. This social systems framework consists of four mutually interactive levels: student and family, program, organization, and community. Two student and family scenarios illustrate the transition process from a social systems perspective. The paper concludes that service professionals and other team members need to function as facilitators or knowledgeable advocates, rather than "experts" in helping individuals with disabilities make decisions for themselves. (Contains 12 references.) (JDD)

ED 372 522 EC 303 154

Rubin, Stephen S.
Job Matching in Supported Employment: Variables Related to Transitional Planning for Students with Moderate and Severe Disabilities.
PUB DATE- 93
NOTE- 20p.; In: Dais, Teresa; And Others. Selected Readings in Transition: Cultural Differences, Chronic Illness, and Job Matching. Volume 2; see EC 303 150.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; *Job Placement; Secondary Education; Severe Disabilities; *Supported Employment; Transitional Programs; Vocational Aptitude; *Vocational Evaluation
IDENTIFIERS- *Job Matching Systems

This literature review discusses supported employment as one aspect of the transitional linkage between school and work that can augment the quality of life for individuals with moderate helping teachers work with the demands of their particular situation, providing an understanding and caring attitude toward students with disabilities, providing ongoing support for the inclusion of students with disabilities into general education, and supporting teachers who may be experiencing stress. Special support needs of beginning special education teachers are identified, and strategies for supporting them are also noted. (Contains 38 references.) (JDD)

ED 372 540 EC 303 172

Cook, Lynne; Friend, Marilyn
Educational Leadership for Teacher Collaboration.
PUB DATE- Mar 93
NOTE- 26p.; Chapter 14 in: Billingsley, Bonnie S.; And Others. Program Leadership for Serving Students with Disabilities; see EC 303 164.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Change Strategies; *Cooperative Planning; *Disabilities; Educational Cooperation; Elementary Secondary Education; Leadership; Program Costs; *Program Development; School Administration; Teacher Administrator Relationship; *Teamwork; Time Management
IDENTIFIERS- *Teacher Collaboration

This chapter, taken from a guide to designing, implementing, and evaluating instruction and services for students with disabilities, addresses the issue of teacher collaboration. It provides information about the nature of teacher collaboration, its role in relation to special education service delivery as well as other school trends, its advantages and disadvantages, its costs, and suggestions for fostering it. A list of 10 ways to create time for collaboration is provided. The chapter is designed to be independent of specific models for establishing programs that emphasize teacher collaboration. Rather, it is intended to act as a set of principles that can guide administrators in the design, implementation, and maintenance of models tailored to meet local needs. (Contains 36 references.) (JDD)

ED 372 541 EC 303 173

Howell, Evelyn N.
Supported Transition into Kindergarten for Preschool Students with Special Needs.
PUB DATE- Apr 94
NOTE- 44p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994). Master's Project, Grand Valley State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Undetermined (040),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; *Disabilities; Early Childhood Education; Educational Cooperation; *Kindergarten; Preschool Children; Preschool Education; Program Development; Program Implementation; School Readiness; *Special Needs Students; *Transitional Programs

(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Disabilities; *Educational Assessment; *Educational Policy; Elementary Secondary Education; *Evaluation Methods; Guidelines; National Surveys; Outcomes of Education; School Effectiveness; *Standards; State Programs; State Standards; *Student Evaluation

Students with disabilities have been excluded to an unreasonable extent from large-scale assessment programs at the national, state, and local levels. One implication of this exclusion practice is that students who are left out of assessments tend not to be considered during reform efforts. Another implication is that estimates of performance are not comparable among states because of differential participation rates. Many factors underlie the exclusion of students with disabilities from large-scale assessments, including: (1) the use of vague guidelines, (2) the differential implementation of guidelines, (3) failure to monitor the assessment, (4) sampling plans that systematically exclude students, (5) unwillingness to make accommodations in assessment procedures and materials, and (6) an altruistic motivation to lessen the emotional distress of students not expected to perform well. Recommendations are proposed for large-scale assessment programs to include students with disabilities, to make accommodations and adaptations, and to monitor how well the intent of the guidelines is followed. (JDD)

ED 372 561 EC 303 193

Ysseldyke, James E.; And Others

Students with Disabilities & Educational Standards: Recommendations for Policy & Practice.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- May 94

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)

DESCRIPTORS- *Academic Standards; *Disabilities; Educational Change; Educational Legislation; Educational Planning; *Educational Policy; Educational Practices; Elementary Secondary Education; *Evaluation Criteria; Excellence in Education; *Policy Formation

IDENTIFIERS- *Goals 2000

By setting academic standards, America takes its first critical step toward providing a plan that will create an excellent educational system for the 21st century. It is important for those working on standards and those educating students with disabilities to work together as standards are being developed. Four kinds of standards need to be understood in order to address ways of including students with disabilities. These include content standards, performance standards, opportunity-to-learn standards, and assessment standards. Issues in setting appropriate standards for all students include: (1) educators will focus only on teaching the standards; (2) consensus cannot be reached on what the standards should be; and (3) it is unfair to hold everyone to the same standards because some students start way ahead of others. Criteria are listed that indicate what should be included in standards that are developed by states applying for funds to support education the research base for the national report, "National Excellence: A Case for Developing America's Talent." In the first paper, "The Performance of High Ability Students in the United States on National and International Tests," Carolyn Callahan describes discouraging national and international academic achievement data which indicate that America's top students continue to lag behind top students in other comparable nations. In the second paper, "Education of Gifted and Talented Students in China, Taiwan, and Japan," Harold W. Stevenson et al. report on studies of children's academic achievement in East Asia over the past 11 years and analyze those Asian nations' policies and practices for educating high-ability students. In the third paper, "State Policy Issues in the Education of Gifted and Talented Students," Patricia Bruce Mitchell examines current state policies, regulations, and legislation concerning education programs for gifted and talented students. She also discusses state policies which influence the nature and scope of gifted programming and considers implications of recent school restructuring efforts. James Gallagher, in "Current and Historical Thinking on Education for Gifted and Talented Students," describes how early cultures addressed or failed to address the needs of gifted children and contends that our society has traditionally had ambivalent feelings toward gifted children. He offers several definitions of giftedness and evaluates various educational methods with this population. In the final paper, "American Culture and the Gifted," Daniel P. Resnick and Madeline Goodman examine the role that the American culture and political beliefs have played in shaping the educational system. They suggest that forces outside the classroom (such as anti-intellectual attitudes) may account for more of the success or failure of programs for the gifted than previously thought. Each paper contains references. (DB)

ED 372 581 EC 303 214

Callahan, Carolyn M.
The Performance of High Ability Students in the United States on National and International Tests.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 23p.; In: Ross, Patricia O' Connell, Ed. National Excellence: A Case for Developing America's Talent. An Anthology of Readings; see EC 303 213.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; *Comparative Education; Degrees (Academic); *Educational Assessment; Educational Objectives; Educational Trends; Elementary Secondary Education; Excellence in Education; *Gifted; Higher Education; Mathematics; *Outcomes of Education; Sciences; *Talent; Trend Analysis; Underachievement
IDENTIFIERS- *National Assessment of Educational Progress; National Education Goals 1990

This paper, commissioned for the development of the national report, "National Excellence: A Case for Developing America's Talent," presents data which suggest that America's top students do poorly in comparison with top students in comparable nations and that few strides have been made in significantly improving American students' performance. Specific sections of the paper address: (1) data on trends in

Task as a Unit of Teaching Analysis.
PUB DATE- Dec 93
NOTE- 30p.; Paper presented at the International Conference on Language in Education (Hong Kong, December 16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Environment; Classroom Techniques; Cooperative Learning; Elementary Secondary Education; Foreign Countries; Group Dynamics; *Instructional Design; *Learning Activities; Second Language Instruction; Second Language Learning; *Second Languages; Small Group Instruction; Student Attitudes; *Task Analysis; Time Factors (Learning); Time on Task

The concept of "task" is explored, particularly as it relates to the work students perform in learning a language. It is proposed that what really happens as a student learns can be understood better by applying the concept of task to classroom processes. The ways in which task has been defined by educators are reviewed, and it is concluded that the term reflects three aspects of student work: product; conditions (time, classroom environment, task complexity, student grouping, cooperative learning methodology); and operations (memory, application of principles or formulas, comprehension, opinion). Each of these three aspects is examined further, and the influence of student perceptions on each is discussed. The influence of task type (involving discourse; open/closed; one-way/two-way exchange of information) is also considered. A plan for designing classroom instruction involving five stages is proposed. The stages include: identification of a target task relevant to the whole group; establishing the roles of learners and teachers; selecting input and identifying related skills; creating a pedagogic task; and identifying the desired product. Evaluation of classroom tasks by both students and teachers is also seen as an important element of effective instruction. Contains 102 references. (MSE)

ED 372 601 FL 022 226

Lie, Anita
Paired Storytelling: An Integrated Approach for Bilingual and English as a Second Language Students.
PUB DATE- May 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Bilingual Education; Classroom Techniques; *English (Second Language; Group Dynamics; *Reading Comprehension; *Second Language Instruction; *Second Language Learning; Self Esteem; *Story Reading; *Story Telling; Teaching Methods; Vocabulary Development; Writing Skills

This article describes a paired storytelling technique that can be used in bilingual and English-as-a-Second-Language (ESL) classrooms to help motivate students to maximize reading comprehension. The technique involves having the students: (1) pair off; (2) discuss the story theme; (3) read half of the story; (4) take notes on their half of the story; (5) exchange the story notes with each other; (6) write about the part of proficiency in grades one through five. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of mathematics and science. The project also included staff development activities, education classes and workshops for parents, and opportunities for teachers and educational assistants to enroll in university-level courses in bilingual and ESL education. An evaluation of Project TIP found that it partially met its objectives for student self-concept improvement and parental involvement. It did not meet its objectives for ESL, NLA, staff development, and the content areas of science and mathematics. Recommendations on program improvement are included. Three appendixes contain a list of instructional materials used, class schedules, and a parent survey questionnaire in English and Spanish versions. (MDM)

ED 372 624 FL 022 317

Clarke, Candice
Bilingual Academic and Career Education Services for Hispanic High School Students (Project BACES). Final Evaluation Report, 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Bilingual Education Programs; *Career Education; Career Guidance; Curriculum Development; English (Second Language); High Schools; High School Students; Instructional Materials; *Limited English Speaking; Parent Participation; Program Descriptions; *Program Effectiveness; *Program Evaluation; Questionnaires; Second Language Instruction; Spanish; Staff Development; *Transitional Programs
IDENTIFIERS- New York City Board of Education; *Project BACES NY

This report presents an evaluation of the Bilingual Academic and Career Education Services for Hispanic High School Students (Project BACES), an Elementary and Secondary Education Act Title VII-funded project in its third year of operation at DeWitt Clinton High School in the Bronx and George Washington High School in Manhattan. The project served a total of 652 students of limited English proficiency who were native speakers of Spanish. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and content areas. Preoccupational training in business-, law-, and health-related careers was offered in Spanish. The project also included staff development activities, a parent's advisory committee, and ESL classes for parents and adult siblings of project students. An evaluation of Project BACES found that it met its objectives for career advisement, career development, American culture and citizenship, cultural heritage, curriculum development, and parental involvement. It partially met its objectives for content areas subjects, dropout prevention, and attendance. It failed to meet its objectives for ESL, NLA, and staff development for ongoing education. Recommendations on program improvement are included. Three appendixes include a list of instructional materials used, class schedules, staff questionnaires, and student questionnaires in both English and Spanish. (MDM)

ED 372 625 FL 022 318

construct their own programs in one elementary school and one junior high school. The program was studied by ethnographic methods. Its evolution is described chronologically, and its results are discussed in terms of four general collaboration competency areas needed by educators serving culturally and/or linguistically diverse students. These competencies are: understanding one's own perspective; use of effective interpersonal, communication, and problem-solving skills sensitive to cross-cultural and cross-disciplinary interaction; understanding the roles of collaborators; and use of appropriate assessment and instructional strategies. It is concluded that the program succeeded in helping teachers achieve these competencies. In addition, several lessons learned about the dynamics of bilingual special education teams are outlined. (MSE)

ED 372 644 FL 022 345

Gonzalez, Virginia; And Others
A Qualitative Assessment Method for Accurately Diagnosing Bilingual Gifted Children.
PUB DATE- 94
NOTE- 18p.; In: Malave, Lilliam M. Ed. National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93. See FL 022 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Bilingual Students; Case Studies; *Cognitive Development; *Educational Diagnosis; Evaluation Criteria; *Gifted; *Identification; Language Acquisition; *Limited English Speaking; Low Income Groups; Models; Parent Participation; Second Language Learning; Student Evaluation

A qualitative method for assessing the cognitive and linguistic development of bilingual children is presented, and its underlying model is discussed. The model views language learning as a concept formation process in three domains: cognitive; cultural; and linguistic. This method has been found useful in accurately differentiating genuine handicapping conditions, disabilities, giftedness, and normal second language learning. Two major methodological needs in assessment and identification of language-minority, low-income, gifted children are discussed: (1) development of psycholinguistic models including culture, cognition, and language; and (2) control of external factors influencing language and cognitive development. Application of this qualitative assessment method is illustrated in a case study that included a home language survey, parent and teacher ratings of the child's language proficiencies and talents in school and home environments, and standardized language and nonverbal intelligence tests. Dilemmas evaluators face in assessing bilingual children are discussed in light of myths and misconceptions. (Author/MSE)

ED 372 645 FL 022 346

van Loenen, Rita; Haley, Perry Kay
Consultation and Collaboration: English as a Second Language and Regular Classroom Teachers Working Together.
PUB DATE- 94

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 29p.; Reprinted from "Child Development" 64(3), pp. 815-829, 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Adolescents; *Adult Literacy; Behavior Development; *Blacks; *Children; Cognitive Development; Demography; Early Parenthood; Elementary Secondary Education; Family Environment; *Functional Literacy; Longitudinal Studies; Multivariate Analysis; *Predictor Variables; Urban Areas
IDENTIFIERS- *Maryland (Baltimore)

Data from a 20-year longitudinal study of 125 males and 126 females born to Black teenage mothers in a Baltimore hospital between 1966 and 1968 were analyzed to identify early childhood, middle childhood, and early adolescence determinants of functional literacy. All 251 subjects were interviewed in 1987, and 202 of them completed a document literacy questionnaire. The questionnaire responses were subjected to a multivariate regression analysis. Demographic data and data from preschool cognitive and behavioral assessments and interviewer evaluations of the subjects' households/household members at different times throughout the study were also collected. Preschool cognitive and behavioral functioning was found to be highly predictive of literacy in young adulthood even when the effects of family environmental characteristics such as living arrangements, quality of home environment, maternal education, and income are controlled. Grade failure in elementary school was linked to later literacy; however, the effect of grade failure disappeared when the measure of preschool abilities was controlled. Family environmental factors identified as being predictive of literacy were as follows: maternal education, family size in early childhood, maternal marital status, and income in middle childhood and early adolescence. (Appended are data tables. Contains 61 references.) (MN)

ED 372 187 CE 066 716

Bishop, John
A Program of Research on the Role of Employer Training in Ameliorating Skill Shortages and Enhancing Productivity and Competitiveness. EQW Working Papers WP07.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Benefits; Educational Trends; Education Work Relationship; Foreign Countries; *Human Capital; *Industrial Training; *Instructional Effectiveness; *On the Job Training; *Productivity; *Skill Development; Training Methods; Vocational Education
IDENTIFIERS- *Competitiveness; Germany; Japan; United States

A study examined the role of employer training in ameliorating skill shortages and enhancing productivity and competitiveness. The study established that formal training by specialized personnel accounts for only 5-10% of the time newly hired workers are engaged in training activities and that existing postrelease outcomes, including recidivism and job placement; use evidence of inmates' demonstrated marketable employment skills in determining releases and transfers; and institute a process to develop leadership, vision, and strategic plans for vocational education and related services. (Appended are notes on Minnesota's correctional institutions, survey results, and a list of project advisory committee members. Contains 43 references.) (MN)

ED 372 205 CE 066 798

Mercer, John W.; Meunier, Greg R.
Fifty Indices of Effectiveness Regarding the Program Advisory Committees in Minnesota's Technical Colleges: A Working Paper. Effective Advisory Committees Project.
PUB DATE- 91
NOTE- 27p.; Prepared by the Task Force on Effective Advisory Committees in the Technical Colleges.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; *Evaluation Criteria; Meetings; *Organizational Effectiveness; *Statewide Planning; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Minnesota

This document, which was developed by a task force whose members represent the instructional, student support service, administrative, and executive ranks of technical colleges with very diverse sizes, locations, and programs, lists 50 proposed indices of effectiveness regarding the program advisory committees (ACs) in Minnesota's technical colleges. The indices are divided in a manner designed to suggest a working format for the development of a leadership guide that will eventually be written to train AC members to plan and implement comprehensive curricular reviews. Specifically, the 50 indices of effectiveness are organized as follows: organizing an AC (purpose, function, structure, policy, practice); helping AC members become acquainted (relationship building); maintaining AC vitality by establishing definite member life-cycles and considering specified criteria when selecting members (occupational expertise, industry perspective, peer recognition, commitment, diversity); working together as a group to solve problems, make decisions, plan, forecast trends, and anticipate the future (knowledge/skills, facilitator competencies, group ownership); planning and conducting effective AC meetings; and developing an AC work plan. Appended is the task force membership roster. Contains 14 references. (MN)

ED 372 206 CE 066 800

Christenson, Leo G., Comp.; Mercer, John W., Comp.
Making the First Chance a Real Chance: Bridging Education and Work for All Minnesota Youth and Adults. Report to the 1993 Legislature.
PUB DATE- 93
NOTE- 100p.; Prepared by the Minnesota Task Force on Education and Employment Transitions.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Articulation (Education); Change Strategies; Comparative Analysis; *Educational Change; Educational Cooperation; *Educational

checklist, post-attitudes of adult students, and program evaluation by students. Contains 26 references. (YLB)

ED 372 223 CE 066 821

Sarmiento, Tony; Schurman, Susan
A Job-Linked Literacy Program for SPC: Are We Talking about Worker Training, Work Reorganization, or More Equitable Workplaces?
SPONS. AGENCY- Work in America Inst., Scarsdale, N.Y.
PUB DATE- Apr 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Automation; Basic Skills; Change Strategies; *Employer Employee Relationship; Industrial Structure; *Job Training; *Labor Relations; *Organizational Change; Participative Decision Making; Technological Advancement; *Unions
IDENTIFIERS- *Workplace Literacy

Unions and employers currently operate in an environment that does not support investment in skill development. However, competitiveness demands that both work and the way workers are educated and trained be radically restructured. In high-performance workplaces, participatory labor-management approaches to job-linked basic skills development are necessary. The following are suggested union strategies in response to workplace redesign: (1) ask for a briefing on the company's business position; (2) assess management's plan for change; (3) insist that the plan be sufficiently comprehensive; and (4) ensure that any training is part of a broader education program. When faced with proposed workplace changes and corresponding training needs, unions should consider the following assumptions: (1) Is the change necessary to solve the problem? (2) Is a job-linked basic skills program the key to implementing the change? (3) Is the union or management more of an obstacle to worker training and skill development? (4) What labor relations reform is essential to work force development? and (5) Is competitiveness the compelling reason for worker education and training? To be successful, job-linked training must be worker centered, reflect an equal partnership between union and management, and be part of a comprehensive view of the future. (MN)

ED 372 224 CE 066 824

Demetrion, George
Motivation and the Adult New Reader: Becoming Literate at the Bob Steele Reading Center.
PUB DATE- 94
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; *Adult Reading Programs; Adult Students; *Beginning Reading; Case Studies; Humanism; *Learning Motivation; Learning Processes; *Literacy Education; *Student Motivation; Student Participation

A study examined the sources of motivation of adults participating in the adult literacy program at the Bob Steele Reading Center (BSRC) in Hartford, Connecticut. The "life

Development; *Program Effectiveness; *Retailing; Tables (Data); *Training Methods; Training Objectives
IDENTIFIERS- *Portugal

A study examined training in the retail trade in Portugal. Employment, work, and training patterns in Portugal's retail sector were researched, and case studies of two firms in the supermarket/hypermarket group, one firm in the stationary/cigarette shop sector, and one clothing manufacturer/retailer were conducted. Teams of researchers interviewed various managers (general, store, personnel, training department) and employees (primarily sales assistants and cashiers). The studies confirmed that retailer interest in vocational training is fairly recent and that training programs in the retail sector are still in their infancy. Three stores had training departments that were solely or partly responsible for training program development/implementation. No company included employees in the training design/organization process. Most training was directed at sales/supermarket assistants and store managers/supervisors. Training courses were generally structured in modules to permit progressive, continuing training. With one exception, the training programs were the result of state and community incentives in the form of substantial financial assistance. Training was also indirectly financed through social welfare contributions paid by employers and employees. (Eighty-four tables/figures and 21 references are included. Appended are lists of the persons/organizations contacted during the case studies.) (MN)

ED 372 243 CE 066 854

Mendez-Vigo, Marisa
Training in the Retail Trade in Spain. Report for the FORCE Programme. Retail Sector.
PUB DATE- 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Distributive Education; Educational Practices; *Educational Trends; Employment Patterns; Employment Practices; Financial Support; Foreign Countries; *Industrial Training; Needs Assessment; Personnel Management; Postsecondary Education; Program Costs; Program Development; *Program Effectiveness; *Retailing; *Training Methods; Training Objectives
IDENTIFIERS- *Spain

A study examined training in the retail trade in Spain. Employment, work, and training patterns in Spain's retail sector were researched, and case studies of five retail firms were conducted. Two retailers were too small to afford their own training organization but had formulated personnel policies providing for training. The third case was a firm whose general policy had traditionally linked staff training with total quality and the strategies used to achieve it, and the remaining two cases were large organizations that allocate substantial sums to staff training. Training was generally beginning to be regarded as an important element in firm restructuring and/or expansion. In all cases, training policies/programs were planned by top management or jointly by management and personnel department. Only one firm had conducted a systematic training needs assessment. At all five firms, all categories of employees involved in selling had access to training. Quality of training varied greatly from firm to firm; however, training quality and funds allocated for

DESCRIPTORS- Adult Education; Allied Health Occupations Education; Career Education; Case Studies; Demand Occupations; Employment Projections; Engineering Education; Engineering Technicians; Engineering Technology; *Engineers; *Home Health Aides; Labor Market; *Labor Needs; *Labor Supply; *Special Education Teachers; Supply and Demand; Teacher Burnout; Teacher Education; *Tool and Die Makers; Trade and Industrial Education; Vocational Education

A study assessed labor shortages in the United States by conducting case studies of four occupations: special education teachers, paraprofessional home care workers, electrical and electronic engineers, and tool and die makers. The research approach combined analysis of existing data sources and interviews with individuals knowledgeable about the labor markets for the occupations. Theoretical background on the causes and consequences of labor shortages was examined. Research indicated the presence of occupational shortages in two of the four occupations--special education teachers and home care workers. In these two occupations, labor market conditions were more directly influenced by government intervention and other institutional barriers. Although strongly linked to low wage levels, shortages of home care workers also resulted from an explosive growth in the demand for home health care services and poor working conditions. Shortages of special education teachers were linked to inflexibility in wages, "burnout," and government actions that have increased the demand for these teachers. Labor shortages could result in loss of production of goods and services. Employers were more likely to implement strategies to respond to shortages that involved relatively short-term commitment of resources. Strategies to anticipate or recognize labor shortages and approaches to reduce or eliminate shortages were suggested. (Appendixes include the instrument used with tool and die makers.) (YLB)

ED 372 263 CE 066 880

Summary of State Reports on Coordination between Vocational Education and JTPA.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Cooperative Programs; *Coordination; Federal Legislation; Federal Programs; *Job Training; Needs Assessment; Postsecondary Education; Program Effectiveness; *Program Evaluation; Program Improvement; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982

This publication summarizes state vocational education (VE) council biennial evaluations of Job Training Partnership Act (JTPA)/VE coordination in Fiscal Years 1991-92. It is presented in the form of a table with information under these headings: situations/needs, coordination highlights, and recommendations. Information is provided for 41 jurisdictions: Alabama, Alaska, Arizona, Arkansas, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Puerto Rico, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and Wyoming. The purpose of this summary is to help promote VE/JTPA coordination by

This manual is designed for students to use in a preemployment class as part of a literacy education program. It contains worksheets and exercises developed to help students begin a job search and to keep a job once employment is found. The manual is organized in 14 sections that cover the following topics: introductory material for the class; goal setting; resumes; references; job search methods; networking; job applications; cover letters; interviewing; follow-up letters; support systems; work ethics; the first day on a new job; and getting ahead. Sections contain explanatory material, samples, and exercises. (KC)

ED 372 281 CE 066 911

Getting Ahead...And Staying There. Workplace Literacy Tutor Manual.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 27p.; For a related student manual, see CE 066 910; for the final report, see CE 066 918.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Employment Potential; High School Equivalency Programs; Inplant Programs; *Job Skills; Learning Activities; Lesson Plans; *Literacy Education; *Migrant Adult Education; Migrant Programs; Migrant Workers; Small Businesses; *Teaching Methods; *Tutoring; Tutors
IDENTIFIERS- Florida; *Workplace Literacy

This manual is designed for tutors who are helping to teach workplace literacy to job seekers or newly employed adults, especially former migrant farm workers in Florida. The manual is organized in five sections. The first section contains background material, including an overview of the program, and information about adult learners, migrant farm workers, small businesses, and adult educators. The second section presents teaching techniques, describing the tutor's role, along with teaching strategies and learning styles. In the third section, workplace literacy is described, and some workplace terms are defined; suggestions for the first meeting between tutor and client are made. The fourth section consists of three sample lessons on reading, information grids, and production, and the final section lists eight resources in Florida. (KC)

ED 372 282 CE 066 912

Jurmo, Paul
Workplace Education: Stakeholders' Expectations, Practitioners' Responses, and the Role Evaluation Might Play.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Jun 94
NOTE- 120p.; For related documents, see CE 066 913-914.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Evaluation Methods; Evaluation Needs; Evaluation Problems; *Evaluation Research; Evaluation Utilization; *Literacy Education; *Program Evaluation
IDENTIFIERS- *Workplace Literacy

This report focuses on the question of how to evaluate workplace education programs. Chapter 1 outlines the various purposes that those involved in workplace education programs have

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Adult Basic Education; Curriculum Development; High School Equivalency Programs; Material Development; Mathematics Instruction; *Mathematics Teachers; *Newsletters; Program Effectiveness; *Staff Development; *Statewide Planning; Teacher Attitudes; Teacher Improvement; *Teamwork
IDENTIFIERS- *Massachusetts; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards

In May 1992, 22 Massachusetts mathematics educators who either teach or coordinate/direct adult basic education (ABE) and General Educational Development (GED) programs were recruited into a group called the Math Team. During their monthly business/training sessions in central Massachusetts, members worked on various individual and team activities, including review and adaptation of the National Council of Teachers of Mathematics (NCTM) standards for adult learning environments and production of newsletter for adult educators called "The Problem Solver." Team members were interviewed during the eighth month of the yearlong project to determine their attitudes toward the Math Team's operation and effectiveness as a staff development activity. Interviewees credited the Math Team with improving their understanding of mathematics and ability to reach students, helping them gain energy and motivation from other team members, and improving their ability to teach other subjects besides mathematics. The team's limited membership and the fact that team members receive monetary compensation for their participation were cited as factors contributing to its effectiveness as a staff development tool. (Attached are the first three issues of "The Problem Solver," which contain information on NCTM standards and their revision, sample curricula, teaching materials, reviews, and announcements of upcoming events.) (MN)

ED 372 300 CE 066 945

Medina, Patricia
BES National Training Center for Literacy Teachers. Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Inservice Teacher Education; *Literacy Education; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *Teaching Methods; Workshops
IDENTIFIERS- *Bronx Educational Services NY

The Bronx Educational Services (BES) was funded by the National Institute for Literacy to conduct activities to meet the following three objectives: (1) to develop and implement an evaluation to assess whether BES students improve their reading skills to a statistically significant degree as measured by the Test of Adult Basic Education (TABE); (2) to develop and implement an evaluation of the impact on participants of the BES National Training Center for Literacy Teachers (NTC); and (3) to provide follow-up consultation in two states in which BES has provided significant training in order to ensure major impact of their literacy delivery systems. In order to meet the first objective, BES attempted to gauge student gains through

PUB DATE- Mar 94
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Health; Children; Elementary Schools; *Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Health Education; *Peer Influence; *Peer Teaching; Preadolescents; *Puppetry; *Smoking; Team Training; Training Methods

This manual includes all necessary information for implementing the CHAMPS program, which trains older elementary school students or middle/high school students to operate puppets to deliver an anti-tobacco message to fourth through sixth graders. A basic premise is that the health message will have maximum impact if it comes from a student's peers or from respected older students. The manual is divided into sections introducing the program and the kit (puppets, video tape, audio cassettes) and the Champs Tobacco Manual and including such topics as how to build a puppet stage. Following an introduction and description of needed materials are sections covering: (1) The Need: points out that tobacco prevention education is a necessity, with suggestions on how to teach the material in the primary grades; (2) The Method: includes peer led activities and grade-specific puppet scripts and supplemental materials; (3) The Puppets: covers puppetzering technique, tips for developing a good show, and advanced manipulation skills; (4) The Facts: involves in-service materials for staff and parents, materials for overhead projection, lesson plan, general facts and information about tobacco; and (5) The Results: includes program evaluation materials. (MSF)

ED 372 319 CG 025 583

Krulewitch, Cara J.; Herman, Allen A.
Substance Abuse and Pregnancy: A Comprehensive Bibliography.
PUB DATE- Aug 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcohol Abuse; Child Health; *Drug Abuse; Mothers; Parent Role; *Pregnancy; *Prenatal Influences; *Special Health Problems

This bibliography, containing over 1,000 entries from the period 1968 to June, 1991, was compiled to assist in the development of a report to Congress on the impact (both maternal and fetal) of substance abuse on pregnancy. Topics include pregnancy outcome, child health issues, legal and political issues, epidemiological aspects of substance abuse and pregnancy, the pharmacology of substance abuse in relation to pregnancy, methods of diagnosis, and related topics. Abused substances include alcohol, caffeine, prescribed and illegal drugs. The bibliography was compiled from sources including National Library of Medicine searches (e.g., Medline, Popline), published and unpublished documents, research, law, general medicine and nursing journals, public health journals, pharmacology journals, biochemical journals, and newspaper articles. The bibliography is arranged alphabetically and each entry is categorized by subject matter. Category definitions

Gambling for these individuals is tied to their self-esteem. They rarely have non-gambling hobbies and many times they have experienced a "big win." The average compulsive gambler has an IQ of 120 and started gambling before age 14. They are risk takers, energetic, strong-willed, unreasonably optimistic, and frequently fall into financial ruin. As was the case with alcoholism 30 years ago, compulsive gambling is a misunderstood illness. Unlike alcoholism, compulsive gambling is a "drugless" addiction, although gamblers describe the sensations they experience as being quite similar to those experienced by chemically dependent persons. This gambling euphoria is related with endorphin release in the brain and withdrawal symptoms associated with the cessation of gambling arise from the accompanying endorphin deficiency. Compulsive gamblers can convincingly cover their illness. Their partners may question their own worth and break off ties with families and friends as they battle financial loss and depression. Frequently, the gambler also has some kind of chemical dependency and unless both addictions are treated, the potential for the posttreatment replacement of one dependency for another is high. (RJM)

ED 372 338　　　　CG 025 640

Hill, Donna S.
Facts on College Alcohol Education Programming. Clearinghouse Fact Sheet.
PUB DATE- 91
NOTE- 4p.; The New Jersey Alcohol/Drug Abuse Resource Center and Clearinghouse serves institutions of higher education, state agencies, communities, and school districts throughout the state of New Jersey by providing technical assistance, training, and resources in alcohol and other drug abuse education and prevention. Clearinghouse fact sheets may be reproduced for educational use.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Alcoholism; *College Environment; College Students; *Drinking; Higher Education; Peer Counseling; Peer Influence; Young Adults

Despite increases in the minimum legal drinking age, national studies show that 82 to 92 percent of college students consume alcohol, with about 20 percent considered as heavy drinkers. Students who drink may have particular needs for focused education or intervention, but all students can benefit from education regarding the full range of alcohol usage. Alcohol education on campuses should target the entire college community, including faculty and staff; many opportunities exist for educating the university community about alcohol-related risk reduction. An initial step in alcohol education is to establish a task force or committee which will assess the needs of the target population and explore areas such as funding sources, staffing, and goals. Also important is an institutional policy on alcohol use. Once campus needs have been determined, the scope of the program can be set. The program's leadership will assume responsibility for initial and ongoing program development and quality control, and will generate and maintain the momentum of the program. Peer education is strongly recommended in leadership programs and careful recruitment and education of these peer leaders is crucial. A well-planned, comprehensive, and enduring alcohol education program holds the potential to reduce alcohol-related problems on an individual as well as an institutional basis.

Karr, Jo Ann
An Introspective Approach to School-Based Curriculum Planning.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Curriculum Development; Educational Change; Elementary Education; Program Descriptions; *Staff Development; *Teacher Attitudes; Urban Education; *Whole Language Approach
IDENTIFIERS- Chicago Public Schools IL; Teacher Surveys

An elementary school located in a predominantly black neighborhood on the south side of Chicago decided it was time to restructure the curriculum (scores lagged behind the national average and interest in reading and writing had waned). The principal, parents, and teachers were given extra encouragement to use the process of team building, shared decision making, and positive climate development as a participant in Project CANAL (Creating a New Approach to Learning). A total of 47 staff members participated in a 3-day summer seminar with the intention of becoming knowledgeable about whole language practices and the role individual staff members might assume. Responses to surveys given to participants were tallied. Replies were scattered across the range of possibilities. Two days of the seminar were devoted to a "whole language sampler," highlighting the theory and techniques of whole language. The culminating activity was a self-directed dramatization. Surveys were grouped by grade level, job titles, classroom teachers, support service teachers, support staff, and administrators. Few whole language practices were being used by the groups who were not classroom teachers, but all groups indicated a desire for some or lots of training in some component of the practices. Primary teachers indicated they were using a large number of the practices, but the intermediate teachers were using only a sprinkling of the practices. The staff commented they were particularly delighted to share their mixed feelings of challenge mixed with anxiety as they ventured away from tried and true methods. (RS)

ED 372 361 CS 011 781

Ediger, Marlow
The Reading Curriculum.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Reading Achievement; Reading Aloud to Others; Reading Diagnosis; *Reading Instruction; Reading Materials; *Reading Skills; Student Needs; Word Recognition
IDENTIFIERS- Trade Books

Reading as a skill permeates all curriculum areas--literature, social studies, science, mathematics, health, music, art, and physical education to some extent. Teachers should do much oral reading to young learners in particular. Pupils need to experience a wide variety of trade books at a reading center, while basal readers provide a quality framework for the teaching of reading. Teachers need to use supplementary readers as well as trade books to assist each pupil to achieve as

Used in conjunction with other books in the series, this book is designed to help adults tutor other adults to help them overcome reading and spelling problems. The book begins with a list of suggested materials for a tutor's library, information about the author, advice on setting up a tutoring schedule, and a questionnaire to be completed before beginning tutoring. The major part of the book consists of directions for tutors to follow as they work with students for the series of 60 lessons. The book provides detailed scripts and advice for the first five lessons and lists of words and sentences corresponding to students' worksheets (available in a companion volume) for the remaining lessons. The book concludes with different things to do during days 61-180 and sequential spelling lists for days 61-180. (RS)

ED 372 381 CS 011 802

McCabe, Don
If It Is To Be, It Is Up to Me To Do It: Overcoming My Reading/Spelling Problems Not in One Day but in 180 Days. A Book for Adults (from 6 to 96) Being Assisted by a Volunteer Tutor (Such as a Family Member).
PUB DATE- 91
NOTE- 98p.; For related books, see CS 011 800-801.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Adult Basic Education; Dyslexia; *Programmed Instruction; Programmed Instructional Materials; *Reading Difficulties; *Remedial Reading; Spelling Instruction
IDENTIFIERS- Reading Management

Used in conjunction with other books in the series, this book is designed to help adults overcome their reading and spelling problems. The book begins with a progress chart, a record of achievement, and a student-tutor contract. The major part of the book consists of worksheets corresponding to the 60 daily lessons explained in a companion book. It also includes suggested order for diagnosis and remediation of "simple," "fancy," and "insane" words. The book concludes with a list of common "scrunched up" words and phrases. (RS)

ED 372 382 CS 214 362

Wiemelt, Jeffrey
Linguistic Contributions to a Sociocognitive Theory of Writing: Mapping Out the Middle Ground of Context and Cognition.
PUB DATE- Mar 94
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Epistemology; Higher Education; Language Role; *Linguistic Theory; *Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- *Author Reader Relationship; Process Approach (Writing); *Writing Contexts

Linguistically inclined scholars such as Ragnar Rommetveit and Michael Halliday offer a sociocognitive understanding of writing that challenges current writing theories, which focus

PUB DATE- May 94
NOTE- 73p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 2; *Home Programs; *Parent Participation; Primary Education; *Writing (Composition); Writing Assignments; *Writing Attitudes; *Writing Improvement; Writing Skills
IDENTIFIERS- Florida (Central)

A home writing program was developed and implemented using 22 second-grade target students to increase writing proficiency by soliciting parent involvement with home writing and to improve attitudes toward writing. Students attending a north central Florida school were supplied with a writing suitcase containing thematic story starter cards, a parent guideline page, a time and comment card, and various writing and art materials. The success of the writing program was measured by comparing the scores of pre- and post-writing samples written to a prompt and by assessing pre- and post-surveys of parent and student interest in writing. Results indicated a moderate level of achievement for the target group: writing ability increased 19%, positive parental interest increased 15%, and positive student interest increased 13%. Findings suggest that subsequent utilization of the home writing program over a longer period of time could provide a vehicle to increase writing proficiency skills. The success of the program has led to plans for implementing the home writing program school-wide in kindergarten through grade three. (Includes three tables of data. Appendixes present data on scores, survey instruments, writing prompts, sample story starter cards, the parent guidelines, the rubric scoring scale for narrative writing, and student story samples. Contains 21 references.) (Author/RS)

ED 372 401 CS 214 426

Commended English Language Arts Curriculum Guides, K-12, 1993-94.
PUB DATE- 94
NOTE- 42p.; Prepared by the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements. For a previous edition, see ED 322 522.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Development; Curriculum Evaluation; *Curriculum Guides; *Demonstration Programs; Elementary Secondary Education; *English Curriculum; *Language Arts; *Program Development; Student Centered Curriculum

This booklet presents exemplary curriculum guides from the years 1988-89 to 1993-94. The guides discussed in the booklet illustrate student-centered, performance-based approaches which can serve as models for other schools and school districts. Entries in the booklet include a description of each curriculum guide, a commentary about its applicability, and information about its availability (cost, a contact person or office, and the appropriate address). Following an introduction, the booklet presents a curriculum guide commended in 1993-94, a curriculum guide commended in 1992-93, three commended in 1991-92, six curriculum guides commended in 1990-91, and 19 guides commended in 1988-89. The booklet concludes with the criteria for planning and evaluating English language arts curriculum guides. (RS)

ED 372 402 CS 214 428

provided pupils so that interest is ongoing, and individual differences among learners need to be considered to achieve optimal achievement. Pupils also need to be instructed in how to make appropriate introductions. Extemporaneous speaking has much merit for pupils possessing readiness for this activity. Pupils need to have the opportunity to participate in creative dramatics as a speaking activity. Formal dramatizations emphasize that learners write play parts pertaining to what has been read. Pupils, with teacher leadership, may make puppets that relate to content area reading, literature, and social studies. Early primary grade pupils should have ample opportunities to experience debate on their understanding levels. A challenging debate can make for much learning and motivation for either side of the debate. The world of work needs individuals who communicate well, and personal enrichment also stresses that each person be able to communicate effectively. (RS)

ED 372 421 CS 508 615

Hayward, Pamela A.
What Is the Color of Apprehension? An Activity for a Speaking Apprehension Course.
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Class Activities; Classroom Techniques; *Communication Apprehension; Communication Problems; Higher Education; *Speech Communication; Undergraduate Students
IDENTIFIERS- Collage

Instructors of speaking apprehension courses can get a better picture of how speaking apprehension "feels" by having their students create a visual representation of their fear. One instructor supplied her students with newspapers, magazines, comic books, construction paper, crayons, glue sticks, and small scissors and had them create speaking apprehension collages. The class was very receptive to the activity. After 20 to 30 minutes, students presented their collages to the class, and freely discussed their fears. The very diverse collages were collected for further study, and then returned to the students at the end of the course to show the students how much progress they had made. (RS)

ED 372 422 CS 508 616

Hayward, Pamela A.
The Use of Non-Comprehension Strategies on Tutoring Sessions: A Case Study.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; Discourse Analysis; Higher Education; Interpersonal Communication;

Remland, Martin S.; And Others
Nonverbal Communication and Conflict: The Effects of Attribution and Predisposition.
PUB DATE- Jun 94
NOTE- 29p.; Paper presented at the Annual Meeting of the International Association of Conflict Management (Eugene, OR, June 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attribution Theory; Communication Apprehension; Communication Research; *Conflict; Conflict Resolution; Higher Education; Models; *Nonverbal Communication; Sex Differences; Undergraduate Students
IDENTIFIERS- *Communication Behavior; *Conflict Management

A study examined the means by which inferences and emotions combine to motivate conflict escalation in response to nonverbal displays of status. Subjects, 64 male and 105 female volunteers enrolled in communication courses at a university located in the northeastern part of the United States, completed a verbal aggressiveness scale and a personal report of communication apprehension during the first few weeks of the semester. During the last few weeks of the semester, subjects completed questionnaires that assessed attributions, anger, and preferences for particular conflict management behaviors. Results indicated that: (1) verbally aggressive individuals were more likely to prefer negative conflict behaviors than less aggressive individuals and that the preference had little to do with feelings of anger; (2) even a single nonverbal display of status can increase the likelihood of a purposive attribution, leading to anger, which makes the use of negative conflict behavior more probable; and (3) men were more verbally aggressive than women. Findings support the attribution-based model, that conflict escalation is a more likely outcome when purposive attribution is made in response to a nonverbal display of status and less likely when a reactive attribution is made. (Contains 28 references, a figure illustrating the model, and 5 tables of data.) (RS)

ED 372 441 CS 508 637

Remland, Martin S.; And Others
The Impact of Vocal Intensity and Gender on the Nonverbal Communication of Employment Interviewees.
PUB DATE- May 90
NOTE- 31p.; Revised version of a paper presented at the Annual Meeting of the International Communication Association (Dublin, Ireland, May 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Discriminant Analysis; *Employment Interviews; Higher Education; *Nonverbal Communication; *Sex Differences; Undergraduate Students
IDENTIFIERS- Accommodation Theory; Speech Accommodation; *Vocal Intensity

A study investigated the vocal intensity of interviewers and the gender of interviewees to test a speech accommodation theory of behavioral reactions to speech style, while simultaneously determining whether previous research is corroborated in the context of the employment interview. Multiple discriminant but literacy was central to his later development. In prison, he became frustrated with his inability to read or write well, and he began to take advantage of the prison library. As Malcolm read and discovered the enormous injustices done to Blacks, and the attempts made to explain those injustices away, the level of dissonance he experienced became unbearable. The writings and teachings of Elijah Muhammad served to satisfy Malcolm's literate need for closure. He became a convert to Muhammad's version of Islam, a decision that had monumental consequences for his thought and lifestyle. What happened, essentially, is that Malcolm's experience with literacy opened his mind in many respects, but also closed it by leading him to devalue his earlier life. For teachers, the lesson is that the mind controlled by writing technology has limitations, as does the mind without exposure to writing. (Contains 16 references.) (NKA)

ED 372 460 CS 508 666

Aiex, Nola Kortner
Home Schooling and Socialization of Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Family Influence; *Home Schooling; Individual Development; *Interpersonal Competence; Nontraditional Education; *Parents as Teachers; Parent Student Relationship; Religious Factors; *Socialization
IDENTIFIERS- ERIC Digests; New Age Thinking; Nontraditional Lifestyles

This digest offers background information on home schooling and discusses conflicting viewpoints culled from research on the socialization of home-schooled children. The digest first notes the rapidly escalating numbers of children who are being home schooled in the 1990s and comments upon the professionalization of resources offered for parents who home school. The digest then addresses some of the reasons that parents school their children at home. They include: living in areas where schools are not readily available and being anxious about the physical well being of their children in an increasingly more violent school setting. Next the digest discusses current research on socialization of children. Finally, it is pointed out that most experts feel that more research on home schooling and socialization is necessary--that what is available is inconclusive. Contains 8 references. (NKA)

ED 372 461 CS 508 673

Sproule, J. Michael
Channels of Propaganda.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 391p.; Published with EDINFO Press.
LANGUAGE- English

and current challenges to traditional education funding sources. Policy implications of these changes are presented, followed by a discussion of possible components of a finance system based on systemic reform. It is recommended that a system of school finance based on systemic reform include the following: a school-based finance structure; a school-controlled budget; school authority over personnel; a school-based information system; investment in knowledge-development activities; a redesigned system for rewarding and compensating teachers; choice; deregulation; and school-finance equity. Lists of Consortium for Policy Research in Education (CPRE) books, research reports, and policy and finance briefs are included. (LMI)

ED 372 480 EA 025 959

Leonard, Paul; Greenstein, Robert
Life under the Spending Caps: The Clinton Fiscal Year 1995 Budget.
PUB DATE- Apr 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; Elementary Secondary Education; Federal Legislation; *Federal Programs; *Finance Reform; *Financial Exigency; *Financial Policy; *Retrenchment
IDENTIFIERS- *Clinton Administration

The stage for the introduction of the Clinton Administration's fiscal year 1995 budget was largely set by the passage of the budget reconciliation bill signed into law in August 1993. In developing the budget, the Administration had to come up with enough spending cuts to meet the spending caps--as well as billions of dollars in additional cuts to pay for the increases it wishes to propose. This document explains how the Clinton Administration's fiscal year (FY) 1995 budget was developed. The introduction describes the budget cuts needed to comply with the FY 1995 spending ceiling. Following the introduction, section 2 explains the structure of the federal budget: (1) nonentitlement spending, which is subject to annual spending ceilings; and (2) pay-as-you-go entitlements and spending. To meet the cap on discretionary spending for FY 1995, the Administration chose to reduce nondefense year 1995, the Administration chose to reduce nondefense discretionary spending. The section offers reasons for tightening the squeeze on domestic programs: austere budget caps; a larger defense request; and a larger crime request. Section 4 describes funding for low-income programs (for health, child immunization, food assistance, and housing) and compares it to pre-Reagan funding levels. Overall, funding for these programs has remained steady. The concluding section notes future challenges, such as proposals for entitlement caps, and suggests that budgetary constraints could become still more severe. Two tables are included. The appendix provides data on proposed changes in low-income program (education, nutrition, health, employment, housing, and general assistance) funding for FY 1995. (LMI)

ED 372 481 EA 025 961

Funding for Low-Income Programs in FY 1994.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English

DESCRIPTORS- Costs; Economically Disadvantaged; *Equalization Aid; *Federal Aid; Federal State Relationship; Fiscal Capacity; *Poverty; *Poverty Areas; *Resource Allocation

This General Accounting Office (GAO) report addresses the concern raised by Senator Thad Cochran that revising counts of people in poverty (by adjusting the official poverty line for geographic differences in the cost of living) could significantly alter the allocation of federal aid to state and local governments. A concern is that a cost-of-living adjustment in counting people in poverty could divert federal assistance from states that already must make an above-average effort to fund needed public services. The following are problems presented by the proposed cost-of-living adjustment: (1) It raises fairness issues in allocating federal aid; (2) it would improve only one dimension of state funding needs; (3) states differ in the cost of providing services; and (4) states differ in their ability to fund services for the poor. The report describes how the Chapter 1 program formula is an excellent example of how increased fairness in the allocation process could be achieved. The report concludes that if adjusting poverty counts to reflect differences in the cost of living prove feasible, it would enhance the federal government's ability to target federal assistance to places with the greatest needs. However, such a change should not be implemented in federal allocation formulas without first assessing the impact of the change on the fairness with which federal funding is allocated to states and localities. One figure is included. (LMI)

ED 372 502 EA 025 997

Employment Basics. School Management Advisor, Issue 22.
PUB DATE- 93
NOTE- 10p.; For related publications, see EA 025 998-EA 026 003.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board of Education Role; *Compliance (Legal); Dismissal (Personnel); Elementary Secondary Education; Employment Practices; *Equal Protection; Legal Problems; *Legal Responsibility; *Personnel Policy; *Personnel Selection; *State Legislation
IDENTIFIERS- *North Carolina

This document begins a series of issues on employment and dismissal matters of interest to school administrators in North Carolina. It addresses some of the more basic employment concepts, first describing the legal requirements in the state. In North Carolina, local school boards' authority to hire employees is contained in a variety of statutes. An interpretive analysis section describes legal protections for public school employees mandated by the Fair Employment and Dismissal Act (G.S. 115C-325), passed on July 1, 1972. The third section provides answers to frequently asked questions. The appendix discusses federal and North Carolina state laws relating to employment, specifically: blacklisting employees, general duties and powers of local boards of education, superintendent selection and duties, methods of selection and requirements for principals and supervisors, and the hiring of teachers and school personnel. (LMI) and severe disabilities. It then focuses on job matching, one aspect of supported employment training programs within public school settings, with an emphasis on related variables that should serve as a foundation for future transitional planning. Active variables, which are those variables supported in the literature as either being research-based or nonresearch-based, include a detailed job analysis, worker productivity, assessment of specific social skills, placement specialist support, employer/supervisor support, positive high school experiences, and client assessment. Implied variables, which refer to factors that have not been specifically mentioned but are implied in the literature as being related to successful employment outcomes, include transportation, support services, and factors that promote job satisfaction. (Contains 30 references.) (JDD)

ED 372 523 EC 303 155

Liberton, Cindy J., Ed.; And Others
A System of Care for Children's Mental Health: Expanding the Research Base. Annual Research Conference Proceedings (6th, Tampa, Florida, March 1-3, 1993).
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 93
NOTE- 420p.; For a selected chapter containing eight papers, see EC 303 156.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; Behavior Disorders; *Child Welfare; *Delivery Systems; Educational Needs; Elementary Secondary Education; *Emotional Disturbances; Financial Support; Foster Care; Mainstreaming; Mental Disorders; *Mental Health Programs; Parent Attitudes; Prevention; *Program Evaluation; Psychiatry; Residential Programs; *Role of Education; State Programs; Student Attitudes; Teacher Attitudes

This conference proceedings document includes 43 papers on the provision of mental health services to children. Eleven papers focus on evaluation of systems of care, addressing: preliminary findings from several program evaluation studies, systems of care in California, several Robert Wood Johnson projects, a parents' satisfaction survey in Colorado, comprehensive services and prevention, multicultural issues, and innovative neighborhood-based approaches. Five papers discuss the organization, staffing, and financing of systems of care. These papers consider state financing strategies to promote home-based and community-based services, workforce issues related to community-based services, residential treatment programs in Florida, embeddedness and resource transfers between agencies, and the role of cash subsidies. Program evaluation is the focus of six papers considering issues of children's in-home psychiatric emergency services, family reconciliation services, a home-based mentor program, community-based programs, qualitative evaluation of community-based prevention programs, and multisystemic treatment with adolescent offenders and substance abusers. Eight papers look at the role of education in systems of care. These papers discuss: the school-based wraparound approach, three demonstration projects in Texas, a primary prevention and early intervention demonstration project, attitudes of teachers and students toward mainstreaming, and attitudes of parents toward collaborative educational teams. The final section presents five papers on

This paper describes a supported transition plan for preschool students with special needs who are entering a kindergarten classroom. The transition plan includes the following phases: (1) make decision regarding kindergarten placement; (2) develop a preplacement plan which includes a visitation to the preschool program by kindergarten staff; and (3) implement supported transition. Key components of the plan include: empowering the general education teacher with knowledge and skills in dealing with the student with special needs; increased communication among educators, parents, and administrators; provision of services by a member of the preschool staff who acts as a transition technician with the student's general education teacher and the student in the kindergarten classroom; and a scheduled timeline of services. The plan was designed for a rural school setting but could be utilized in an urban setting with minimal adaptations. The plan utilizes the skills of an educator, speech/language pathologist, teaching assistant, and occupational therapist. Six recommendations for program implementation are offered. (Contains 32 references.) (JDD)

ED 372 542 EC 303 174

Lowenthal, Barbara; And Others
Three Aspects of Early Childhood Special Education Assessment: Family Interviews, Learning Styles, and Parent-Child Interactions.
PUB DATE- Feb 94
NOTE- 23p.; Paper presented at the Conference of the Chicago Metro Association for the Education of Young Children (Chicago, IL, February 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Style; *Disabilities; Early Childhood Education; *Ecological Factors; Environmental Influences; *Evaluation Methods; Family Environment; Family Involvement; Interaction; Interviews; *Parent Child Relationship; Parent Student Relationship; Preschool Education; *Student Evaluation
IDENTIFIERS- *Ecological Assessment

Assessment in early childhood special education should go beyond diagnosis of the child in isolation and include evaluation of the child using an ecological perspective. The ecological perspective assesses interactions of the child with significant people in the environment such as parents and teachers. Three aspects of ecological early childhood assessment include: family interviews, adult-child learning styles, and parent-child interactions. Family interviews identify family resources, needs, strengths, and concerns. Interview techniques include the use of semistructured questions and the sharing of family stories. Interviewing skills such as effective listening are critical to the success of the interview method. Evaluation of learning styles is also important, as children's learning and performance at a very young age are affected by whether they are visual, auditorial, or kinesthetic learners. Effective therapists and teachers vary their techniques in response to the learner's style. Parent-child interactions should also be assessed, with the objective of increasing positive interchanges. Parent participation in a training program can help them develop a clearer understanding of child development reform through the Goals 2000 Educate America Act. Three approaches designed to include students with disabilities in later phases of standards-related reform are described, with the merits and limitations of each. These approaches include individualized education program-based standards, standards for group gains, and separate standards. Policy and practice recommendations are then offered for content standards and performance standards. (JDD)

ED 372 562 EC 303 194

Ysseldyke, James E.; And Others
Making Decisions about the Inclusion of Students with Disabilities in Large-Scale Assessments: A Report on a Working Conference To Develop Guidelines on Inclusion and Accommodations. Synthesis Report 13.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Adaptive Testing; *Decision Making; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Guidelines; State Standards; *Student Participation
IDENTIFIERS- *National Assessment of Educational Progress

This report is a summary of a March 1994 meeting to agree on guidelines for making inclusion and accommodation decisions concerning students with disabilities in national and state large-scale assessments. Much of the discussion at the meeting focused on the National Assessment of Educational Progress. Factors that lead to the exclusion of students with disabilities are pointed out, and the importance of inclusion is noted. Fifteen major points made during the meeting are presented. Based on those points, recommendations are then offered for making inclusion decisions, for making accommodation decisions, and for monitoring. Five actions are suggested for moving forward toward inclusion and accommodation. Appendixes contain a list of meeting participants and observers, guidelines provided to participants prior to the meeting to stimulate discussion, a checklist for decision making, and a list of proposed research questions. (JDD)

ED 372 563 EC 303 195

Fenichel, Emily, Ed.
Developmental Assessment.
PUB DATE- Jul 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adaptive Behavior (of Disabled); *At Risk Persons; *Child Development; Classification; Clinical Diagnosis; Cultural Differences; Developmental Disabilities; *Developmental Stages; *Disabilities; Early Childhood Education; Emotional Disturbances; *Evaluation Methods; Family Involvement; Infants; Models; Parent Attitudes; Toddlers
IDENTIFIERS- *Developmental Assessment

This newsletter theme issue contains contributions by parents, achievement of this population; (2) trends in performance on college entrance examinations; (3) short-term measures in mathematics and science and long-term trends in the pursuit of advanced degrees and productivity; (4) the National Assessment of Educational Progress (NAEP); (5) limitations of the NAEP for evaluating high ability students; (6) international comparisons; (7) studies of the International Association for the Evaluation of Education Achievement (IEA); (8) other studies supporting the IEA studies in mathematics; and (9) school-related factors which may influence the achievement of highly able American students. The author urges that current trends must be reversed if the United States is to meet the National Education Goals set for the year 2000. An appendix provides definitions of high achievement on the NAEP scales in reading, mathematics, science, and history. Contains 35 references. (DB)

ED 372 582 EC 303 215

Stevenson, Harold W.; And Others
Education of Gifted and Talented Students in China, Taiwan, and Japan.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 38p.; In: Ross, Patricia O' Connell, Ed. National Excellence: A Case for Developing America's Talent. An Anthology of Readings; see EC 303 213.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Acceleration (Education); Cognitive Ability; *Comparative Education; *Cultural Influences; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Gifted; High Achievement; Higher Education; Mathematical Aptitude; Student Characteristics; Student Development; *Talent
IDENTIFIERS- *Asia (East); China; Japan; Taiwan

This paper, commissioned for the development of the national report, "National Excellence: A Case for Developing America's Talent," analyzes the policies and practices for educating high-ability students in Japan, Taiwan, and China. It reports on studies over the past 11 years of East Asian children's academic achievement. In the first section, the report looks at governmental policies and practices concerning the education of three types of students: (1) those who display high levels of intelligence, (2) those who are talented in the arts, and (3) those who are high academic achievers. Special programs both in and out of school are described. In the second part, the report describes the characteristics of students who have participated in the authors' studies and compares their performance and personal characteristics with those of American peers. Discussion focuses on students who demonstrate high levels of cognitive ability and on students who display exceptional ability in mathematics. The paper notes that programs for gifted and talented children in East Asia are new; the majority, especially in China and Taiwan, established only during the last decade. Japan supports no programs specifically for gifted students prior to the high school level. There is a greater emphasis of East Asian cultures on effort, rather than ability. (Contains 16 references.) (DB)

ED 372 583 EC 303 216

the story they have not read, based on their partner's notes; (7) read their own versions of the story to each other; (8) read the part of the story they have not read; (9) discuss the whole story; and (10) take a test on the story. This storytelling strategy provides opportunities for one-on-one interaction among students around school tasks and gives them opportunity to use the target language communicatively. The cooperative work improves group relations, increases self-esteem, and increases vocabulary acquisition. (MDM)

ED 372 602 FL 022 239

Vrabie, Emil
The First English-Aromanian (Vlach) Dictionary: Profile and Samples.
PUB DATE- 88
NOTE- 16p.; Uneven print quality.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; *Dictionaries; *English; Idioms; *Lexicography; Phrase Structure; Program Descriptions; Rumanian; *Semantics; Uncommonly Taught Languages
IDENTIFIERS- *Aromanian; Homographs; Synonyms

This paper describes the organization and characteristics of Tache Papahagi's "Dictionarul dialectului aroman, general si etimologic" (DAA), a bilingual Aromanian (Vlach)-Romanian dictionary published in 1974. It also describes an ongoing project to produce an English-Aromanian dictionary based on the DAA, which should serve as a lexico-semantic tool for researchers who need to approach Aromanian semasiologically. Polysemantic English words are provided with adequate restrictions that define or suggest the meaning of the Aromanian equivalent. English phrasal units with their Aromanian equivalents are entered alphabetically, and English homographs are treated as separate words. English idioms and other bound expressions are included whenever suitable equivalents can be identified. Seven pages of sample English-Aromanian entries are included. (MDM)

ED 372 603 FL 022 284

Lynch, Joanne
The International Academy for Bilingual Education and Bicultural Studies, Community School District 2, Manhattan. Final Evaluation Report, 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Chinese; Cultural Awareness; Curriculum Design; Curriculum Development; English (Second Language); Grade 1; *Multicultural Education; Parent Participation; Primary Education; Program Descriptions; *Program Effectiveness; Program Evaluation; Staff Development; Urban Education; Whole Language Approach
IDENTIFIERS- New York City Board of Education

This report presents an evaluation of the International Academy for Bilingual Education and Bicultural Studies, an Elementary and Secondary Education Act Title VII-funded project in its third year of operation in 1992-93. The program provided

Knoerr, Helene
La dimension phonetique dans l'enseignement du francais langue seconde (The Phonetic Dimension of French as a Second Language Instruction). Publication B-195.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Computer Uses in Education; Course Descriptions; Course Evaluation; *Curriculum Development; Foreign Countries; *French; Higher Education; Intonation; Language Patterns; Oral Language; *Phonetics; Phonics; Pronunciation Instruction; *Second Language Instruction; *Teaching Methods
IDENTIFIERS- University of Quebec Montreal

This book describes the conception, implementation, teaching, and evaluation of an experimental course in corrective phonetics for students enrolled in the Certificate in French as a Second Language (FLS) at the Universite du Quebec a Montreal (Canada) during the winter and summer sessions of 1992. It also discusses the principles of a proposed computer software program dedicated to the teaching and learning of intonation patterns in second languages, focusing on its applications in FSL. The main feature of this software is to provide both audio and visual feedback of any model utterance in order to help students better achieve the mastery of intonation patterns. Twelve appendixes provide copies of course descriptions, examples of teaching methods and materials, lesson plans, pronunciation guides, and course evaluations. (Author/MDM)

ED 372 626 FL 022 319

Gonzalez, Virginia; And Others
Why Is It "Una Persona" and Not "Un Persona": Influence of Linguistic and Cultural Variables on Conceptual Learning in Second Language Situations.
PUB DATE- Apr 94
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Case Studies; College Students; *Concept Formation; *Cultural Influences; Grammar; *Language Processing; *Learning Strategies; Second Language Learning; *Second Languages; Semantics; Spanish
IDENTIFIERS- *Gender (Language)

A study investigated the interaction of cognitive, cultural, and linguistic factors in second-language concept formation in adults. Specifically, it examined how seven college students in a lower-division intensive Spanish class developed new gender concepts when learning a second language. Course instruction focused on concept construction at linguistic, cultural, and abstract levels. In recorded individual interviews with the instructor, the students performed two problem-solving tasks: (1) defining three nouns denoting specific gender cases for animates in Spanish; and (2) writing three complete sentences to accomplish a specific task in a restaurant. Immediately after completing each task, the students were asked to explain

NOTE- 13p.; In: Malave, Lilliam M. Ed. National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93. See FL 022 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Case Studies; Consultants; *Consultation Programs; Cooperation; Elementary Education; English (Second Language); Interdisciplinary Approach; *Interprofessional Relationship; Language Teachers; Program Descriptions; *Special Education; *Team Teaching

Collaboration between bilingual education and regular classroom teachers, drawing on research and experience in special education. Several models for consultation used in special education are outlined: process consultation, used to help the teacher clarify student needs and develop solutions through a prescribed set of activities; the doctor-patient model, which is largely prescriptive; and the "purchase" model, in which service to the children are bought. Factors in the consulting relationship are discussed, including resistance, listening and communication skills, shared responsibility, content knowledge needs, and pre-referral intervention. These principles of consultation are then applied to bilingual and English-as-a-Second-Language (ESL) education as provided in pullout programs, focusing on the benefits of consultation and the special considerations inherent in bilingual and ESL instruction. One such program in an elementary school is described, and its characteristics illustrated in one interdisciplinary instructional unit. It is concluded that consultation programs offer benefits to both students and teachers, particularly when language and content area instruction are integrated. (MSE)

ED 372 646 FL 022 347

Montecel, Maria Robledo; And Others
Valued Youth Program: Dropout Prevention Strategies for At-Risk Youth.
PUB DATE- 94
NOTE- 18p.; In: Malave, Lilliam M. Ed. National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93. See FL 022 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Achievement Gains; Bilingual Education; *Bilingual Students; Classroom Techniques; *Dropout Prevention; Elementary Secondary Education; Federal Programs; *High Risk Students; Hispanic Americans; *Limited English Speaking; Middle Schools; *Peer Teaching; Program Descriptions; Program Design; Program Effectiveness; Student Attitudes; *Tutorial Programs

A federal program designed to reduce dropout rates in middle schools among limited-English-proficient (LEP) students is described. The program trains LEP middle school students at risk of dropping out as tutors for elementary school children. A demonstration project trained 101 Hispanic student tutors in two Texas school districts. Evaluation of this project over two years included investigation of its implementation, dropout prevention results, and the academic achievement, self-concept, labor market research instruments fail to measure much of the informal training and on-the-job training (OJT) received by new employees. U.S. employers were found to devote less time and fewer resources to training entry-level blue-collar, clerical, and service employees than do employers in Germany and Japan. The lower U.S. training rate was attributed to the following: higher employee turnover and higher cost of capital in the United States, lower trainability of U.S. youth, lower rates of technological progress, and lack of information about the quality of the general human capital obtained from OJT. Clear evidence that most U.S. employers and workers underinvest in OJT was found. The study further confirmed that, although high-quality occupational training offered by schools ameliorates the problem of underprovision of skill training, school-based training cannot replace some kinds of employer training and is generally less effective than employer-provided training in providing the same skills. (Contains 126 references.) (MN)

ED 372 188 CE 066 717

Barley, Stephen R.; Bechky, Beth A.
In the Backrooms of Science: The Work of Technicians in Science Labs. EQW Working Papers WP11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Level; *Employment Qualifications; Higher Education; Occupational Information; *Paraprofessional Personnel; Professional Recognition; Researchers; *Science Laboratories; Scientists; *Technical Education; *Technical Occupations

Twelve technicians and research support specialists employed in two laboratories of a university biotechnology center were observed and interviewed for 1 year to compile data on their job duties, knowledge, and status. Although the university differentiated technician and research support specialist positions across nine pay grades that were supposedly calibrated to educational credentials and job responsibilities, there was little distinction between the work of laboratory technicians and research support specialists. Both groups viewed their work as waging a running battle with trouble and uncertainty by using various strategies to avert and resolve various mistakes, malfunctions, and enigmas. The technicians and research support specialists stood between the scientists who nominally ran the laboratories and the empirical phenomena that the labs investigated. The technicians used and elaborated a contextual understanding of materials, instruments, and techniques grounded in hands-on experience that most scientists lacked. Although the technicians' and scientists' jobs were interdependent, the technicians' contextual knowledge was not awarded the same status as the scientists' formal knowledge. The technicians and research support specialists attempted to cope with the status accorded them by the university either by embracing an almost blue-collar identity or, conversely, by seeking employment in laboratories where they would be treated as professionals. (MN)

ED 372 189 CE 066 719

Barley, Stephen R.

Needs; Educational Objectives; Educational Practices; *Education Work Relationship; Foreign Countries; Government School Relationship; Partnerships in Education; Postsecondary Education; Program Descriptions; Program Development; Program Improvement; School Business Relationship; Secondary Education; *Statewide Planning; *Transitional Programs; *Vocational Education

IDENTIFIERS- Europe; Japan; *Minnesota

This document contains task force findings and recommendations regarding development of a statewide plan for facilitating education and employment transitions (EET) of youths and adults throughout Minnesota. Chapter 1 presents a rationale for a statewide EET system in the context of the employment/earnings patterns of Minnesota youths and adults, productivity and global competition, labor needs, lifelong learning, and workplace dynamics in a changing culture. Outlined in chapter 2 are underlying assumptions and characteristics/attributes of Minnesota's system for EET. Chapter 3 presents seven recommendations focusing on establishment of a lifework development system, work-based learning, learner outcomes, learner support, professional development, coordination, and standards. Described in chapter 4 are representative EET programs sponsored by government, education, and nonprofit agencies/organizations in Minnesota. Chapters 5 and 6 discuss national efforts for EET in the United States and EET in Western Europe and Japan. Barriers to EET and the role of the public and private sectors in EET are analyzed in chapters 7 and 8, respectively. Appended are excerpts of legislation pertinent to the task force's mission/operation, biographical profiles of task force members, and lists of task force meeting sites/dates and invited speakers. Contains 97 references. (MN)

ED 372 207   CE 066 801

Zilbert, Eric E.; Mercer, John W.
Technology Competence: Learner Goals for All Minnesotans.
PUB DATE- 92
NOTE- 37p.; Report of the Task Force on Technology Competence.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Curriculum Development; Educational Change; Educational Needs; Educational Objectives; Elementary Secondary Education; High School Graduates; *Integrated Curriculum; Learning Activities; *Minimum Competencies; Models; *Statewide Planning; *Technological Literacy; *Technology Education

IDENTIFIERS- *Minnesota

This document presents the findings of the Task Force on Technology Competence, which was formed to determine what every Minnesota high school graduate should know about technology and how technology education should be integrated into the elementary and secondary school curriculum. In chapter 1, technology competence (TC) is defined as "students' ability to apply knowledge, tools, and skills to solve practical problems creatively, extend human capabilities, and evaluate the impact of technology on themselves and society," and a conceptual framework for TC is outlined. In chapter 2, the scope of TC is defined as including not only knowledge and skills expressed through proficiency but also attitudes and values necessary to use technology in an ethical manner, and 13 world-view and practice attributes deemed necessary for Minnesota high school graduates relative to TC are described. Chapter 3 outlines 14 sample learning activities designed to help learners understand the interdependence of and demonstrate/apply the 13 world view cycle" approach used to explore motivation throughout the stages of the literacy learning process included brief case studies focusing on the importance of socioemotional climate in making and sustaining a commitment to a literacy program and more extensive case studies examining the process of becoming literate over 1 year or a longer period. Quantitative data regarding the BSRC's instructional log, student writing, and student interviews were incorporated into the case studies along with analyses of the content of literacy instruction, outcomes, goals, and the implications of psychology in understanding adult literacy motivation. The data collected reinforced the principle advanced by advocates of competency-based and participatory learning that education needs to be purposeful. The BSRC's success in motivating students was concluded to stem largely from its integrated educational vision that links learners' needs, interests, and aspirations within the realm of the personal, practical, and sociocultural through autobiographic, collaborative, and local community contexts. (Contains 74 references. Appended is an interview with a BSRC student.) (MN)

ED 372 225 CE 066 826

Askov, Eunice N.
Technology as an Instructional Strategy for Program Transitions.
PUB DATE- May 94
NOTE- 12p.; Paper presented at "Transitions: Building Partnerships between Literacy Volunteers and Adult Education Programs," a national conference sponsored by the U.S. Department of Education (Washington, DC, May 16-17, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Reading Programs; Computer Assisted Instruction; *Computer Uses in Education; Courseware; Delivery Systems; *Educational Strategies; *Educational Technology; English (Second Language); Instructional Systems; Integrated Curriculum; *Literacy Education; Role; Special Needs Students; Systems Approach; Teacher Role; *Transitional Programs

The feasibility of using technology as an instructional strategy to help adult students make the transition from volunteer literacy programs to adult basic education classes was assessed. The following benefits of technology as an instructional strategy were examined: privacy, individualization, achievement gains, cost-effectiveness, control of learning, open entry/open exit, and the fact that technology is recognized as the modern way to learn in the workplace. The following barriers to using technology as an instructional strategy were identified: constant change, high cost, pressure to make rapid decisions, lack of expertise and training, inappropriate instruction, curriculum integration, and role changes. Discussed next were technology's role as empowerment and a bridge and the instructor's role in using technology. The following characteristics of instructional technology were considered: interactivity, feedback, learner control, learner-controlled accessories, directions and help, consistency, organization, and graphics. Also examined were the following: available types of educational software, the assessment and recordkeeping features of computer-assisted instruction, the use of technology labs and small groups as learning environments in which technology may be used as an instructional strategy, special opportunities afforded by training were increasing in all five firms. The two largest firms received direct subsidies, two firms financed their own training program, and the smallest firm used an outside organization that received funds. (Contains 52 tables/figures.) (MN)

ED 372 244 CE 066 855

Reis, Fernanda Oliveira
Interim Report on Studies on "The Role of the Company in Generating Qualifications: The Training Impact of Work Organization." CEDEFOP Panorama. Meeting Report. Meeting of 31.03. and 1.04. 1st Edition.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Case Studies; Continuing Education; Educational Opportunities; Educational Practices; Employment Practices; *Employment Qualifications; *Environmental Influences; Foreign Countries; *Industrial Training; Labor Force Development; Meetings; *Organizational Climate; Postsecondary Education; Training Objectives; *Vocational Education; *Work Environment
IDENTIFIERS- Denmark; *Employer Role; France; Germany; Spain

A meeting was held to discuss the findings of case studies examining the role of companies in generating qualifications and the training impact of work organization in Germany, Denmark, Spain, and France. New forms of work organization (NFOT) were identified and examined from the standpoint of sources of organizational change, the main areas of organizational change, changes in the means of coordination, the emergence of new occupational groups/categories, and new career dynamics. Discussed next were conditions for developing/transmitting skills and knowledge within NFOT through "discreet" and "explicit" training strategies and training opportunities afforded by NFOT. The place of NFOT in the social dialogue was analyzed. The following conclusions were drawn: the scope open to "discreet" training schemes seems linked to the nature of initial training systems; the traditional grids used to monitor work are no longer sufficient to grasp the complexity of developments in many cases; the issue of validation and certification of training is fundamental and must be reassessed in view of NFOT; the focal issue at present is that of employment; and publicly funded measures (particularly local measures) can have a strong impact on certain companies' ability to produce organizations that produce skills. (MN)

ED 372 245 CE 066 856

Paulet, J. L.
Occupational Profiles: The Restoration and Rehabilitation of the Architectural Heritage. CEDEFOP Panorama. Summary Report. 1st Edition.
PUB DATE- Sep 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Building Trades; Carpentry; Comparative Analysis; Construction (Process); *Educational Needs; Electricians; Employment Patterns; *Employment Qualifications; Flooring;

calling attention to coordinative activities and suggestions for improvement from across the nation. It highlights exemplary coordinative activities at the state and local levels. (YLB)

ED 372 264 CE 066 888

Liss, Polly
No Big Mystery in Building a Coalition: AACE Bonus Brief.
PUB DATE- Aug 94
NOTE- 6p.; Paper presented at the Women's American Organization for Rehabilitation through Training Advocacy-for-Education Seminar (Washington, DC, June 13-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advocacy; *Career Education; Citizen Participation; *County Programs; Elementary Secondary Education; Guidelines; *Partnerships in Education; *Program Development
IDENTIFIERS- *Arlington Public Schools VA; *Coalitions

This document describes the 11-year history of the formation of the Arlington County Coalition for Career Education, which was conceived to help achieve the infusion of sequential career education (CE) activities into the K-12 curriculum in Arlington, Virginia. The rationale for forming a coalition, rationale for infusing CE into the elementary-secondary curriculum, and process of finding a sponsor and establishing a coalition advisory committee are discussed. Described next are the various resources tapped by the coalition builders, including the remnants of the school-board-appointed CE coordinating committee and the pool of participants in a miniconference on CE. The following are among the 11 coalition activities outlined in a discussion of the successes achieved by the coalition: a survey to determine the extent of CE in local schools; campaigns to support national CE legislation, obtain funding for a part-time CE coordinator and career resource centers, and achieve passage of state legislation to fund career awareness and guidance activities; testimony before state and local bodies on numerous issues related to CE; and development of a two-part cable television program on transitional skills. (MN)

ED 372 265 CE 066 889

Willing, Delight C.; Haney, Hutch
Maintaining "Professional Distance": A Dilemma for the ABE Teacher.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Guidelines; *Student Problems; *Teacher Guidance; *Teacher Response; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Professionalism

Too often, many adult educators are unaware of the problems resulting from failing to maintain an appropriate "professional distance" from their adult basic education (ABE) or English-as-a-Second-Language (ESL) students when those students encounter defined for workplace education and describes program models in place to meet those goals. Chapter 2 sets out three scenarios for evaluation at present: informal, internal monitoring; more formalized evaluation by outside evaluators; and more formalized internal evaluation by stakeholders. It then describes how the various components of evaluation process look within each one. Chapter 3 describes what a good evaluation looks like and the actions that should be taken to create meaningful evaluations. Chapter 4 describes workplace educators who have taken a lead in developing the collaborative approach and who are revising funding guidelines; developing new assessment, curriculum, and evaluation tools; creating new opportunities for staff development; and building a constituency for workplace education. It also describes others outside the workplace education field--literacy educators, social scientists, and organizational development and training specialists--who are developing tools of possible use to workplace literacy specialists. Chapter 5 discusses steps that stakeholders might take to support these new developments. (References are listed at the end of each chapter. Names and addresses of key organizations and individuals cited are appended.) (YLB)

ED 372 283   CE 066 913

Sperazi, Laura; Jurmo, Paul
Team Evaluation: Case Studies from Seven Workplace Education Programs.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Jun 94
NOTE- 409p.; For related documents, see CE 066 912-914.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Case Studies; Cooperation; Cooperative Planning; Evaluation Methods; *Literacy Education; Participative Decision Making; Program Design; Program Development; Program Effectiveness; *Program Evaluation; Team Training; *Teamwork
IDENTIFIERS- *Workplace Literacy

This document presents key findings about the team evaluation process used in seven workplace basic skills programs in 1993 and 1994. An introduction summarizes the methodology used to develop the case studies and key findings about the team evaluation process. These key findings present the strengths and challenges of using evaluation teams, along with recommendations for those interested in trying this approach. Recommendations include the following: evaluation teams need to create time, interest, expertise, a supportive context, a code of confidentiality, and an ethic of continuous improvement; teams need to customize the process to fit it to the site's unique needs and opportunities; teams should clarify evaluation's role in the larger program planning process; teams should develop evaluation procedures consonant with the company's culture; teams should use familiar and accessible resources; and teams need to be realistic. Six case studies describe how the team evaluation process was used in seven workplace education programs: Bull Worldwide Information Systems; Datatec Industries; Haartz Corporation; Norton Company; Project REACH; and Victoria General Hospital. Each case study follows this format: program background (history, goals, and description); background on the team (history and stakeholders represented); the process which the team went through; reflections and various appendixes, such as sample standardized tests, but found that the most recent student gains could not be compared with the original sample because the TABE had been changed. However, BES will continue to pursue grade-level as well as more state-of-the art evaluation of students. Self-evaluations returned by teacher participants in the BES NTC (second objective) were consistently positive; teachers especially liked the immersion process and the way the programs were conducted. The NTC has increased its staff, developed two new workshops that fill in the gaps in the immersion model of training, produced a publicity video and begun work on a training video, and added a prominent educator to its advisory committee. In order to meet the third objective, BES conducted comprehensive training in Ohio and California and learned how to deal with the different educational structures in the two states. (Six appendixes, which make up two-thirds of this document, contain evaluation reports to meet the three objectives and an independent evaluator's report.) (KC)

ED 372 301 CE 066 946

Pates, Andrew; Fingeret, Hanna A.
Innovative Training Practices: Practitioner Research as Staff Development. The Story of a Practitioner Research Project. Final Project Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Feb 94
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Research; *Inservice Teacher Education; *Literacy Education; *Research Methodology; *Research Utilization
IDENTIFIERS- Literacy South; *Teacher Researchers

This paper reports on nine research projects conducted by 12 adult literacy practitioners with Literacy South in North Carolina in 1993. The focus of the project was to engage literacy practitioners in self-directed research that generated staff training and development. This report is a chronological account of the research projects with a commentary attached, in seven chapters. The seven chapters are based upon the stages of a research process: deciding who would be involved in the research at the site; choosing a topic for the research and formulating a research question; deciding how the research would be conducted; collecting the data; analyzing the data; writing a report; and reporting and reflecting on the findings. A detailed account of what happened forms the core of each chapter, with quotations from field notes, recordings made at the time, and other documents where available. Key events and incidents are highlighted. A commentary accompanies each account, based on field notes, research documents, interviews, and transcripts. The activity at both project sites is reported separately in each chapter. Reflections on the work, issues arising, and outcomes are contained in two chapters in the final section of the report. Recommendations from the project include the following: research should include time reflecting with practitioners about their key issues; reference tools should be provided; participants should be asked to formulate plans and make commitments to the research; participants should keep portfolios to document their work; and regular group meetings should held. Four appendixes contain practitioner research outcomes at the two sites, a project reading list, and are included, as is information about the drugs discussed, the type of study, and (if the entry was research-related) the sample size. (Author/MSF)

ED 372 320 CG 025 584

Child Abuse and Neglect: A Shared Community Concern. Revised.
PUB DATE- Mar 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; Child Health; *Child Neglect; Children; *Family Problems; Family Violence; *Intervention; *Parent Child Relationship; *Prevention; Resources; Sexual Abuse

The purpose of this publication is to help the reader understand the problems of child abuse and neglect and become familiar with prevention and intervention efforts. Introductory pages define child abuse and neglect, suggest the scope of the problem, delineate reasons for its occurrence, and explain how to recognize abuse or neglect. This section also conveys information about who should report abuse or neglect, what happens when a report is made, how affected children and their families can be helped, and how the Federal government supports state and local child protection efforts. The next several pages list child protection agencies by state and cover reporting procedures. Finally, national organizations concerned with child maltreatment, as well as national child welfare resource, research, and information centers, are listed. Contains 20 references. (MSF)

ED 372 321 CG 025 600

Hamburg, David A.
Preventing Contemporary Intergroup Violence.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperation; *Culture Conflict; Group Unity; *Intergroup Relations; *International Cooperation; *Prevention; Shared Resources and Services; *Violence; War
IDENTIFIERS- Ethnic Differences; Genocide

In this introductory essay to the Carnegie Corporation's 1993 report, David A. Hamburg urges nations, during this time of increased ethnic violence, to cooperate in developing effective international systems of nonviolent conflict resolution. Promoting genuinely free civil societies within a democratic framework will resolve the current epidemic of civil and intranational conflict. There should be mutual accommodation through nonviolent agreed secession, peaceful border revisions, and a respected, cultural pluralism. Solutions must satisfy the reasonable claims of most citizens and allow diverse groups to sort out their differences. Established democracies, the United Nations, organizations of the international community, and scientists must all work together with a sense of urgency to address these divisive ethnic conflicts. Countries should move away from a world model based on power balances and coercion

(RJM)

ED 372 339 CG 025 739

Borders, L. DiAnne, Ed.
Supervision: Exploring the Effective Components. ERIC/CASS Counseling Digest Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 153p.; The individual ERIC Digests in this collection are also available separately, see CG 025 742-760.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administration; *Counselor Educators; *Counselor Training; Elementary Secondary Education; Higher Education; *Supervision; *Supervisor Qualifications; Supervisors; *Supervisory Methods; Supervisory Training
IDENTIFIERS- ERIC Digests

This document contains a collection of ERIC Digests on supervision, a topic of critical professional importance for counselors. Following an introductory article by the guest editor, L. DiAnne Borders, "Supervision: Exploring the Effective Components," 19 digests address a different facet of supervision. The 19 digests are: (1) "Models of Clinical Supervision (George R. Leddick); (2) "Strategies and Methods of Effective Supervision" (Gordon M. Hart); (3) "Interpersonal Process Recall" (Craig S. Cashwell); (4) "The Supervisory Relationship" (Allan Dye); (5) "Supervisee Resistance" (Loretta J. Bradley and L. J. Gould); (6) "Gender Issues in Supervision" (Pamela O. Paisley); (7) "Multicultural Issues in Supervision" (Margaret L. Fong); (8) "Parallel Process in Supervision" (Marie B. Sumerel); (9) "Supervisory Evaluation and Feedback (Morag B. Colvin Harris); (10) "Ethical and Legal Dimensions of Supervision" (Janine M. Bernard); (11) "The Good Supervisor" (L. DiAnne Borders); (12) "Fostering Counselors' Development in Group Supervision" (Pamela O. Werstlein); (13) "Peer Consultation as a Form of Supervision" (James M. Benshoff); (14) "Supervision of School Counselors) (Patricia Henderson); (15) "Supervision of Marriage and Family Counselors" (Annette Petro Cryder, Donald L. Bubenzer, and John D. West); (16) "Clinical Supervision in Addictions Counseling: Special Challenges and Solutions" (Gerald A. Juhnke and John R. Culbreth); (17) "Administrative Skills in Counseling Supervision" (Patricia Henderson); (18) "Use of Technology in Counselor Supervision" (Jack A. Casey, John W. Bloom, and Eugene R. Moan); and (19) "Counselling Supervision: International Perspectives" (Michael F. Carroll). Following the collection of digests, the second section, "Significant Resources on Supervision: Targeted ERIC/CASS Searches," contains a separate ERIC search for each of the areas covered by the digests in section 1; the searches contain 6-12 citations. Section 3 contains information about additional ERIC/CASS resources in counseling and how to obtain them. Section 4, "ERIC/CASS Resource Pack," explains how to use and contribute to the ERIC system. (NB)

ED 372 340 CG 025 742

Leddick, George R.
Models of Clinical Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

optimally as possible in reading. Pupils also need to achieve skill in word recognition techniques. Most pupils can benefit from syllabication instruction to identify unknown words. Phonics instruction and syllabication learnings should be stressed within the framework of larger units of emphasis such as context clues. Early primary age pupils, in particular, find picture clues to be helpful in choosing a correct word in what was the unknown in reading. Teachers also need to determine the level of reading achievement in relation to the basal textbook used. The numerous problems that pupils individually may experience in reading need to be identified and solutions sought. As pupils master word attack skills, they also need to be capable of reading for diverse purposes or comprehension skills. To be a good reader stresses the ability to comprehend and understand that which has been read. (RS)

ED 372 362　　　　CS 011 782

Wise, Beth; And Others
Putting the Pieces Together: Whole Language and the Minority Developmental Student.
PUB DATE- Dec 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Reading Forum (Sanibel Island, FL, December 11-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Developmental Studies Programs; Higher Education; *High Risk Students; Hispanic Americans; *Instructional Effectiveness; Reading Comprehension; Reading Materials; Reading Research; *Remedial Reading; Undergraduate Students; Vocabulary Development; *Whole Language Approach
IDENTIFIERS- Aesthetic Reading

A study examined the effectiveness of using whole language strategies to increase the reading skills of minority developmental reading students. Subjects were students (mostly at-risk Hispanics) assigned to a higher-level or lower-level college reading course. The treatment period lasted 12 weeks. Classwork varied among the five classes and included instruction in reading strategies, oral and silent reading of text selections with follow-up comprehension and vocabulary activities, and oral and silent reading of novels with discussions and periodic tests. Students also engaged in various writing and vocabulary activities related to novels. All students were pretested and posttested. Results indicated that: (1) mean gain scores of the combined vocabulary and comprehension subtest scores in the lower level reading groups were larger for the treatment group where novels were used compared to the group that used a reading skills text and no novels; (2) similar gains were found with the higher level reading groups; (3) in the lower level reading groups, the highest mean gain score on the reading attitude measure was found in the group that read novels and worked reading lab materials; (4) the mean gain score in reading attitude was significantly higher in the group that read novels; and (5) the mean gain scores of the combined comprehension and vocabulary subtests showed no statistically significant difference among the groups. (Contains 11 references and four tables of data. A list of 13 student reading materials is attached.) (RS)

ED 372 363　　　　CS 011 783

Santa, Carol Minnick; And Others

attention on processes to the virtual exclusion of the writing product. These linguistic scholars provide ways of understanding context, not as fixed or concrete, but as fluid, interactive and dialectical in its relationship with the reader. They suggest how current theories about the subjectivity of the individual writer might be expanded to take into consideration how writers engage with the reader. Rommetveit, for instance, describes what he calls a "message structure" in writing, through which the writer and reader play out an implicit dialogue. When a writer introduces difficult terminology for the first time, he or she must decide whether or not to define the terms. Such a decision hinges on an implicit understanding between writer and reader. Similarly, according to Halliday, writers create a potential for meaning--both in a private and a shared sense--in so far as they are able to link the texts they create to contexts that bear on their activity. Contexts comprise a complex structure of meaning potential: (1) the kind of symbolic activity writers and readers are involved in; (2) the participant roles of writers and readers; and (3) the role language plays in accomplishing the symbolic activity. Halliday and Rommetveit also offer a means of understanding the complex web of contexts into which students must write themselves. (TB)

ED 372 383 CS 214 401

Chappell, Virginia A.
But Isn't This the Land of the Free? Resistance and Discovery in Student Responses to Manzanar.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Japanese Americans; Multicultural Education; *Personal Narratives; *Student Reaction; World War II; Writing (Composition); *Writing Instruction
IDENTIFIERS- Cultural Sensitivity; Marquette University WI; *Response to Literature

"Farewll to Manzanar" (Jeanne Wakatsuki Houston and James Houston), autobiographical account of the internment of Japanese Americans during World War II, might be used in a writing class to help students think deliberately about race and ethnicity. Writing about the book and researching the history surrounding it could serve to complicate student views of the world; it allows them to write about the government and the role the individual citizen plays in preventing the government from committing atrocities. In short, the autobiography is a means of confronting naivete. An instructor at Marquette University, however, found that her own naivete was confronted along with that of the students. If she was prepared for her students to find the internment disconcerting, she was not prepared for their "resistance": some denied that the internment was racially motivated; some suggested it was necessary; some condemned the Japanese Americans for their passive compliance with the government order and their continued belief in that government. Through a pedagogy that capitalizes on such resistance, however, students can be moved toward what Fletcher Blanchard has termed "interracial competence," a stance that would respect race and appreciate

Johnson, Jeannine
Bringing New Haven into the Yale Experience: A Graduate Student's Perspective.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Cultural Context; *English Instruction; Graduate Students; Higher Education; High Schools; High School Students; *Poetry; *School Community Relationship; Student Reaction; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Response to Literature; *Yale University CT

Yale's Cooke Teaching Program is designed to diminish the sense of imperviousness and immobility that the university often conveys to its surrounding community. During the academic year, one Yale graduate student attended a high school senior honors English class twice weekly. It was an advanced class (mostly minorities), many were college-bound, and there was a range of talent and motivation in the class. The graduate student functioned as a team teacher, participating in regularly scheduled classes. Her presence created a more open and dialogic atmosphere of learning, helping the students to become more confrontational--and to challenge the texts and the idea of authoritative readings. Her most rewarding moments occurred in reading poetry with her students. Although the mere word "poetry" produced instant resistance, the idea of privileged access that poetry suggests became an advantage with the students. Close reading and discovering formal "keys" to the poetry set up reading as a puzzle that requires engagement and effort, not merely the passive reception of inflexible literary meaning. Having the students write their own poems (sonnets) reinforced their familiarity with the technical aspects of poetry and further encouraged them to consider the reader's agency in creating poetic meaning. When the grad student elected to help one student who had been expelled and then readmitted, she found that he fit easily into the atmosphere of Yale's Sterling Library--falling asleep over his books like the undergraduates. Evaluations from her students were positive about the "Yale teacher," especially in the socio-cultural sense. (NKA)

ED 372 403   CS 214 429

Bizzell, Patricia
Theories of Content.
PUB DATE- Mar 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Course Content; Course Objectives; Higher Education; *Rhetoric; United States History; *Writing (Composition); *Writing Assignments; *Writing Instruction; Writing Processes
IDENTIFIERS- Academic Discourse; College of the Holy Cross MA;

Questionnaires; Student Surveys; *Tutoring; *Writing
Instruction; Writing Research
IDENTIFIERS- Strategy Choice

A study investigated whether student non-comprehension strategy use would vary according to learning environment by looking at the tutoring session--a more intimate learning situation than the classroom. Through collection and analysis of five tape-recorded tutoring sessions, results indicated that the eight undergraduate students were more likely to use non-comprehension strategies in a tutoring interaction. The types of non-comprehension strategies students used during the tutoring sessions were also examined. To better capture the unique dynamics of a tutoring session, an exploratory questionnaire was administered. Six tutor questionnaires and 11 students questionnaires were analyzed. Since questionnaires were completed at the end of every tutoring session that was taped, some participants completed more than one survey. Results indicated that all students and tutors appeared to be satisfied to some extent with the tutoring sessions. Overall, students felt their goals had been accomplished and learning had taken place. (Contains eight references and a table of data. Three appendixes present examples of strategies from the data set.) (RS)

ED 372 423   CS 508 617

Hayward, Pamela A.
The Intersection of Critical Pedagogy and Developmental Theory for Public Speaking.
PUB DATE- Nov 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Public Speaking; Student Characteristics; *Student Development; *Teacher Role; Undergraduate Students
IDENTIFIERS- *Critical Pedagogy; *Developmental Theory; Educational Issues; Speech Communication Education; Student Empowerment

Speech communication instructors must think through the consequences of adopting a pedagogy of empowerment before they leap into the classroom with a handy packet of reading and pre-packaged activities. Schools are contested spheres and the struggle over what forms of authority and types of knowledge should be legitimated and transmitted to students can be seen in the demands of right-wing religious groups, feminists, ecologists, minorities, and other interest groups. Teaching with empowering students as a goal can be particularly challenging for speech communication instructors because so much of what happens in their classrooms is public. Instructors should keep student developmental levels in mind prior to trying out new critical classroom approaches. According to the theories of William Perry, students walk into class at many different places on the hierarchy of development, and instructors cannot reasonably expect all of their students to end up at the same place by the end of the semester. Incorporating sensitivity to multiculturalism into a public speaking class can be an extremely challenging endeavor. By exploring tenets of critical pedagogy and looking for opportunities to incorporate them into public speaking analysis of 34 interviews (13 males and 21 females in an undergraduate interviewing class) revealed some support for a number of sex-role expectations regarding differences in vocal pauses, body adapters, body lean, seating distance, response latencies, gestures, turn-yielding head nods, and vocal intensity. No support was found for the hypothesis based on speech accommodation theory. (Contains 26 references.) (Author/RS)

ED 372 442 CS 508 638

Hashem, Mahboub E.
Play and Humor in the College Classroom: Using Play as a Teaching Technique in Interpersonal Communication Classes.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Communication; *Classroom Environment; *College Instruction; Communication Skills; Higher Education; *Humor; *Interpersonal Communication; *Play; Teacher Student Relationship
IDENTIFIERS- *Small Group Communication

Teachers can use play and humor to establish a climate conducive to learning and mastering effective skills in interpersonal communication classes. A classroom, wherein everyone is considered a teacher and student at the same time, is a classroom acknowledging students, promoting respect and acceptance of others' worldview on a wide range of issues. Having fun role-playing and working together in dyadic or small group structured learning activities, students as well as teachers learn a great deal about interpersonal communication, enhance their interpersonal relationships, relieve tension, eliminate boredom, improve class attendance, ameliorate active participation, heighten self-awareness of the importance of others, increase self-confidence, and enjoy what they are doing. Using play and encouraging the application of a good sense of humor while playing, along with a careful consideration of the major factors of listening, affection, acceptance, respect, and timing, teachers and students would realize that it can be safe to make mistakes and learn from those mistakes. Three dyadic case studies, a logic problem, and a small group activity are attached. (Contains 32 references.) (Author/RS)

ED 372 443 CS 508 639

Proctor, Russell F., II
Communicating Rules with a Grin.
PUB DATE- 8 Apr 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business; Democratic Values; Elementary Secondary Education; Federal Government; Higher Education; Information Sources; *Mass Media Role; *Mass Media Use; *Persuasive Discourse; Political Attitudes; *Political Issues; *Propaganda; Public Opinion; Public Relations; Religious Factors
IDENTIFIERS- Educational Issues; Media Government Relationship; Propaganda Analysis; Public Interest; Researcher Role; Rhetorical Strategies; Special Interest Groups

Defining propaganda as "efforts by special interests to win over the public covertly by infiltrating messages into various channels of public expression ordinarily viewed as politically neutral," this book argues that propaganda has become pervasive in American life. Pointing out that the 1990s society is inundated with propaganda from numerous sources (including government, business, researchers, religious groups, the news media, educators, and the entertainment industry) the book exposes these channels of propaganda and the cumulative effect they have on public opinion and the functioning of American democracy. Chapter 1 reviews materials on diverse vantage points from which American writers and opinion leaders have tried to reconcile mass persuasion with the democratic way of life during the 20th century. Chapters 2-6 examine propaganda in: (1) government (e.g., Federal Bureau of Investigation, aid to the Contras, Star Wars, presidential styles); (2) research and religion (e.g., national security, private sector, religion and politics); (3) news (e.g., getting good coverage, pressure groups, and business); (4) classroom (e.g., business propaganda, pressure groups, textbooks, pressures on teachers); and (5) entertainment (e.g., film, television). Chapters 7 and 8 question: (1) what action a democratic people should take to safeguard intelligent discussion and free choice from the taint of devious communication; (2) to what extent propaganda casts a shadow over public life; and (3) whether large-scale, engineered persuasion can ever be squared with the ideal of democratic public deliberation. Extensive chapter notes and an index are included. (NKA)

ED 372 462 EA 025 741

Total Quality Management.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Learning Motivation; *Learning Theories; *School Effectiveness; Self Esteem; Student Attitudes; Teamwork; *Total Quality Management
IDENTIFIERS- *Deming (W Edwards)

The philosophy known as Total Quality Management (TQM) is frequently presented as a way to change and improve public education. This issue of "Focus in Change" examines Deming's original 14 TQM points and their application to education. Myron Tribus lays out the core philosophy of the movement and discusses its possible application to schools, stating that the four components of a quality education are knowledge, know-how, wisdom, and character. To gain a sense of how schoolwide

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Budgets; Educational Economics; Educational Finance; *Federal Programs; Financial Exigency; *Financial Policy; *Low Income Groups; Resource Allocation

An analysis of fiscal-year 1994 appropriations levels show that nonentitlement programs for the poor received modest increases compared with fiscal year 1993, but that the overall funding level for these programs remains well below what it was when Ronald Reagan took office in 1981. This paper examines funding for federal programs that are either explicitly targeted to low-income households or those that devote a high portion of funds to these households. The modest increase in overall funding for these programs in fiscal year 1994 was not sufficient to offset the reductions made in these programs during the 1980s. Much of the decrease in low-income appropriations since 1981 results from drastic reductions in appropriations for housing programs. The decline in funding per poor person in the United States is actually greater than 7 percent, because there are more poor people today than in 1981. This paper also describes how appropriations for low-income programs fared in fiscal year 1994, compares fiscal-year 1994 appropriations levels to pre-Reagan levels, details the effect of the Supplemental Appropriations Bill on low-income programs, and describes changes in funding for low-income housing programs. Appendices contain statistics on the following: changes in funding for low-income discretionary programs (education, nutrition, health, employment, housing and general assistance) for fiscal 1993-94, and changes in low-income discretionary program and capped entitlement funding for fiscal years 1981 through 1994. (LMI)

ED 372 482 EA 025 962

Copple, Carol; And Others
National Education Commission on Time and Learning Briefing Paper.
PUB DATE- Apr 92
NOTE- 73p.; For related hearings and research findings, see EA 025 963-971.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Costs; Elementary Secondary Education; *Extended School Day; *Extended School Year; Flexible Scheduling; Nontraditional Education; *School Schedules; *Time Factors (Learning); Time Management; *Year Round Schools
IDENTIFIERS- *National Education Commission on Time and Learning

This paper was prepared to assist the National Education Commission on Time and Learning. It provides a review of available research on major issues facing the commission and is organized to conform to the commission's legislative mandate as expressed in Public Law 102-62. An overview section reviews the major points discussed in each section of the paper. Subsequent sections present information on the following topics: the history of the length of the school day and year in the United States; the length of the school day and year in the United States and other countries; ways in which time is being allocated to academic subjects; ways that schools can better motivate students so that they learn more in the available time; the extent to which time spent on homework increases total learning time and achievement; ways in which students spend time outside of school; ways in which the extended school year affects teachers' professional development; the implications of extended learning programs for use of school facilities; additional costs to state and local governments

ED 372 503   EA 025 998

Employment at Will. School Management Advisor, Issue 23.
PUB DATE- 93
NOTE- 6p.; For related publications, see EA 025 997-EA 026 003.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Dismissal (Personnel); Elementary Secondary Education; Employment Practices; *Equal Protection; Legal Responsibility; *Personnel Policy; School Personnel; *State Legislation
IDENTIFIERS- *North Carolina

This document is one in a series that addresses issues of employment and dismissal matters in the North Carolina Department of Public Instruction. This issue focuses on employment at will, which exists at the will of each party. At-will employees are employed for an indefinite term; either side may end the employment without the others' consent. At-will employees include all other local school employees who are in neither a certified nor contract position. In North Carolina, employees at will have a number of statutory protections that relate to termination. The interpretive analysis section points out that North Carolina courts have long held that at-will employment may be terminated for no reason or for an arbitrary or irrational reason. However, they have also refused to allow the discharge of at-will employees for unlawful reasons or reasons that violate public policy. A question-and-answer section highlights frequent areas of concern. The appendix outlines North Carolina law relating to employees at will, specifically: unlawful discharge of juror, prohibition of discrimination, hiring of school personnel, entitlement, employee rights, penalties for denial, and prohibition of employee discrimination. (LMI)

ED 372 504   EA 025 999

Reduction in Force. School Management Advisor, Issue 24.
PUB DATE- 93
NOTE- 7p.; For related publications, see EA 025 997-EA 026 003.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Compliance (Legal); *Dismissal (Personnel); Due Process; Elementary Secondary Education; Employment Practices; *Grievance Procedures; *Personnel Policy; *Reduction in Force; State Legislation; *Teacher Rights
IDENTIFIERS- *North Carolina

This document examines the legal requirements for the reduction in force (RIF) of North Carolina Department of Public Instruction employees, with a focus on certified (instructional) staff. A question-and-answer section discusses areas of concern to administrators about the reduction-in-force process. North Carolina State law relating to the RIF process is highlighted, specifically: the system of employment for public school teachers, grounds for dismissal, the hearing procedure, and the appeals process. Because each situation is child welfare/foster care systems. They address: factors influencing appropriate placement, treatment foster family care, an individualized system of care and juvenile delinquency, the use of aggregated progress indicators to evaluate treatment foster care, and integrating research into practice in a public welfare agency. Most papers contain references. (DB)

ED 372 524   EC 303 156

Liberton, Cindy J., Ed.; And Others
The Role of Education in Systems of Care.
PUB DATE- Mar 93
NOTE- 58p.; In Liberton, Cindy J., Ed.; And Others. A System of Care for Children's Mental Health: Expanding the Research Base. Annual Research Conference Proceedings (6th, Tampa, FL, March 1-3, 1993); see EC 303 155.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administrator Attitudes; Agency Cooperation; *Behavior Disorders; Demonstration Programs; *Early Intervention; Educational Needs; Elementary Secondary Education; *Emotional Disturbances; *Mainstreaming; *Mental Health Programs; Parent Attitudes; Parent Participation; Prevention; Social Integration; Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Inclusive Schools; Texas

Eight papers presented at a March 1993 conference address the role of education in systems of care for children's mental health. Papers have the following titles and authors: (1) "Interagency Collaboration through a School-Based Wraparound Approach: A Systems Analysis Summary of Project WRAP" (Lucille Eber and Carol Stieper); (2) "Baseline Findings from a Study Focusing on the Mental Health of Children in Three Demonstration Project Sites in Texas: The School of the Future Project" (Scott S. Keir et al.); (3) "The City Lights Primary Prevention and Early Intervention Demonstration Project" (Bert L'Homme et al.); (4) "Attitudes of Regular Teachers and Administrators toward Mainstreaming (Inclusion)" (Claudia S. Greene); (5) "Perceptions and Experiences of Special Educators Regarding the Inclusion of Students with Emotional Behavioral Disturbances" (Linda T. Inatsuka et al.); (6) "Perceptions of Students Experiencing Emotional Behavioral Disorders and Their Peers Regarding Inclusive Classrooms" (Karen Topper et al.); (7) "Perceptions of Regular Educators Regarding the Inclusion of Students with Emotional Behavior Disorders" (Ruth Walker Hamilton et al.); and (8) "Perceptions of Parents Regarding Their Involvement and Experience with Collaborative Educational Teams for Students with Emotional Behavior Disorders" (Julie Welkowitz et al.). Individual papers contain references. (DB)

ED 372 525   EC 303 157

Inclusive Education: A Series of Issue Papers.
PUB DATE- Feb 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Accessibility (for Disabled); Accountability; Administrator Role; Curriculum; *Delivery Systems; *Disabilities; Educational Needs; Educational Practices; Elementary Secondary Education; Financial Support;

and how their interactions affect it and can improve the parent/child relationship, thereby building the child's self-esteem. (Contains 18 references.) (JDD)

ED 372 543 EC 303 175

Willis, Christopher
Tourette Syndrome and Associated Features and the School Aged Child.
PUB DATE- 16 Apr 93
NOTE- 15p.; Paper presented at the Conference of the National Association of School Psychologists (25th, Washington, DC, April 16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Problems; Child Advocacy; *Congenital Impairments; Drug Therapy; Elementary Secondary Education; Multiple Disabilities; *Neurological Impairments; *School Psychologists; *Staff Role; Student Characteristics; *Symptoms (Individual Disorders)
IDENTIFIERS- *Tourette Syndrome

Tourette Syndrome (TS) is described as a genetically based, chronic constellation of neurobehavioral symptoms and associated features involving repetitive, simple, and/or complex motor and phonic tics. Treatment generally involves neuroleptic medication. Symptoms of obsessive-compulsive disorder, attention deficit hyperactive disorder, learning disabilities, neuropsychological anomalies, school adjustment problems, and behavior or conduct disorders are often associated with Tourette Syndrome. Milestones unique to the course of Tourette Syndrome may include parents' realization that something is unusual about their child's behavior, a referral to a school psychologist, an official diagnosis, and subsequent parental involvement with a support group. The role of the school psychologist involves evaluation, case manager, counselor or therapist, and advocacy. School psychologists are in a unique position to be prime facilitators and advocates in promoting self-esteem, encouraging school achievement, and supporting warm family relationships and peer socializations. Appendices outline symptoms and frequency of behavioral difficulties. (Contains 23 references.) (JDD)

ED 372 544 EC 303 176

Pazey, Barbara
The Missing Link for the Administration of Special Education: The Ethic of Care.
PUB DATE- 30 Oct 93
NOTE- 26p.; Paper presented at the Conference of the University Council of Educational Administration (7th, Houston, TX, October 30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Principles; Delivery Systems; *Disabilities; *Educational Administration; Educational Change; Elementary Secondary Education; *Ethics; *Feminism; Helping Relationship; Leadership; *Leadership Styles; Moral Values; *Special Education

Special education is experiencing the effects of educational practitioners, researchers, administrators, and providers of technical assistance, which explore aspects of the complex process of developmental assessment of infants and young children. They describe what is helpful and what can be harmful in current assessment practice. They offer guidelines for assessing development of young children from diverse sociocultural backgrounds, implementing family-directed evaluation and assessment, assessing adaptive competence, and formulating a systematic developmentally-based approach to the diagnostic classification of mental health and developmental disorders of infancy and early childhood. Feature articles include: "Toward a New Vision for the Developmental Assessment of Infants and Young Children" (Stanley I. Greenspan and others); "Thoughts on the Assessment of Young Children Whose Sociocultural Background Is Unfamiliar to the Assessor" (Isaura Barrera); "New Visions for the Developmental Assessment of Infants and Young Children: A Parent's Perspective" (Susan Rocco); "Family-Directed Evaluation and Assessment under the Individuals with Disabilities Education Act (IDEA): Lessons Learned from Experiences of Programs and Parents" (Carol Berman and others); "Journey to a Desirable Future: A Values-Based Model of Infant and Toddler Assessment" (Lucy Jane Miller and Brian A. McNulty); "Assessment of Adaptive Competence" (G. Gordon Williamson); and "Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood" (Stanley I. Greenspan and Serena Wieder). Annotations for 2 videotapes and 10 publications conclude the issue. (JDD)

ED 372 564 EC 303 196

Ulloa, Celeste
Developing Affective Skills in Mothers To Reduce Antisocial Behavior in Children.
PUB DATE- 7 Jun 94
NOTE- 109p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affective Behavior; *Antisocial Behavior; *Behavior Change; Behavior Problems; Emotional Development; *Emotional Disturbances; Intervention; *Mothers; Parent Child Relationship; *Parent Education; Program Effectiveness; Special Classes

This practicum attempted to modify the antisocial behavior of 25 early adolescent children classified as having emotional disturbances by a training program to facilitate the development of affective skills in their mothers. The 8-month training program involved discussion groups, social activities, and individual and/or small group meetings with the program developer. In the colloquia, mothers were exposed to issues concerning affective development using the taxonomy of Benjamin Bloom. Interactions between mothers and their children were observed during social activities and in home visits. Program evaluation indicated program success as indicated by high attendance of mothers at the colloquia and other meetings, observed improvements in affective skills, a gain in knowledge of factors that alter children's behavior, and a reduction in the recorded number of incidents of antisocial behavior by the children. Appendices include the intervention contract, the affective skills inventory, and a sample certificate of completion. Contains 20 references. (DB)

Mitchell, Patricia Bruce
State Policy Issues in the Education of Gifted and Talented Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 23p.; In: Ross, Patricia O' Connell, Ed. National Excellence: A Case for Developing America's Talent. An Anthology of Readings; see EC 303 213.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; Accountability; Curriculum Development; Definitions; *Educational Change; Educational Legislation; Educational Needs; *Educational Policy; Elementary Secondary Education; *Excellence in Education; Federal State Relationship; *Gifted; Governance; Instructional Development; Policy Formation; School Districts; School Restructuring; State Legislation; State School District Relationship; *Talent; Talent Identification
IDENTIFIERS- *State Policy

This paper, commissioned for the development of the national report, "National Excellence: A Case for Developing America's Talent," examines current state policies, regulations, and legislation concerning education programs for gifted and talented students. The paper also looks at other state policies which have a direct influence on the nature and scope of local programs for gifted and talented students. Recent policies to restructure education are considered in the context of their effects on programs for gifted and talented students. Specific principles are recommended for shaping the reform agenda in the areas of curriculum and instruction, accountability, and governance. For each principle, examples of actions and potential impact on gifted and talented students are discussed. In addition, approaches taken by states to the following traditional issues are considered: (1) whether gifted and talented education policies should be linked with special education policies; (2) how the state should define and demarcate the gifted and talented population; (3) whether the state should mandate services for gifted and talented students; and (4) how the state can provide fiscal incentives to districts for gifted and talented education programs. The paper concludes with a checklist for states in policy development and recommendations for federal leadership. (DB)

ED 372 584 EC 303 217

Gallagher, James J.
Current and Historical Thinking on Education for Gifted and Talented Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 26p.; In: Ross, Patricia O' Connell, Ed. National Excellence: A Case for Developing America's Talent. An Anthology of Readings; see EC 303 213.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creativity; *Cultural Influences; Definitions; Educational Change; *Educational History; Educational Legislation; Educational Needs; Educational Policy; Educational

instructional and support services to 74 Chinese- and English-speaking students in 1 pre-kindergarten, 1 kindergarten, and 1 first-grade class at P.S. 1 in Community School District 2 in Manhattan, New York. The project offered a challenging curriculum designed to develop both groups' proficiency in English and Chinese, providing the participants with a program of bilingual education that used language development and enrichment activities within a framework of whole language methodology as well as cooperative learning. The project encouraged parent involvement and provided staff development workshops. An evaluation of the project found that it met all its pre-kindergarten objectives for social and academic development, content areas, arts, health and physical education, and multicultural awareness. The project met its objectives for English as a Second Language, Chinese language arts, staff development, and parental involvement. The project did not meet its dual language objectives for kindergarten or first grade. Three appendixes provide copies of the student checklist, staff questionnaire, and data collection and evaluation system. (MDM)

ED 372 604 FL 022 285

Musante, Patricia
Effective Transition (Project E.T.) Final Evaluation Report, 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attendance; *Bilingual Education Programs; Chinese; Curriculum Development; English (Second Language); Instructional Materials; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Descriptions; *Program Effectiveness; Program Evaluation; Questionnaires; Secondary Education; Second Language Instruction; Spanish; Staff Development; *Transitional Programs
IDENTIFIERS- New York City Board of Education

This report presents an evaluation of the Effective Transition (ET) project, an Elementary and Secondary Education Act Title VII-funded project in its second year of operation at Lafayette High School and Pershing Intermediate School in Brooklyn, New York. The project served a total of 300 students of limited English proficiency who were native speakers of Spanish, Cantonese, Mandarin, or other Chinese dialects. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and the content area subjects of mathematics, science, social studies, and computer science. The project also included peer tutoring, career advice, staff development workshops, a parental advisory committee, and parent ESL classes. An evaluation of project ET found that it met its objectives for NLA in Cantonese, the content areas of mathematics, science, social studies, and computer education, attendance, curriculum development, career development for advisement, and staff development for increased awareness of pupil needs. The project failed to meet its objectives for ESL, NLA in Spanish, career development for conferences, and staff development for enrollment in university courses. Three appendixes include a list of instructional materials used, class schedules, and a staff survey questionnaire. (MDM) why a particular linguistic form they used in written work was correct or incorrect, focusing on gender markers. The text of one interview is presented here. Analysis of the interviews suggests that there is an interaction between cognitive, cultural, and linguistic factors affecting concept construction in second language learning situations, but also idiosyncratic, individual learning approaches and strategies and incorporate elements from the learner's own cultural history. Less advanced learners showed only implicit intralinguistic knowledge, with no understanding of the relationship between intralinguistic and extralinguistic-cultural knowledge. (MSE)

ED 372 627 FL 022 320

Lightbown, Patsy M.; Spada, Nina
How Languages Are Learned.
PUB DATE- 94
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; Foreign Countries; Higher Education; Individual Characteristics; *Language Acquisition; Language Aptitude; *Language Attitudes; *Language Research; *Learning Theories; Linguistic Theory; *Second Language Instruction; *Second Language Learning; Teacher Attitudes; Teaching Methods

This book is designed to help second and foreign language teachers understand how languages are learned. Chapter 1 examines several theories on how young children acquire their first language, including behaviorist, innatist, and interactionist models. Chapter 2 presents and analyzes several theories on second language (SL) learning. Chapter 3 addresses how individual learner characteristics and different contexts for SL learning may affect success. The discussion includes issues such as the importance of learners' attitudes toward the second language and the possibility that there is a special aptitude for language learning. Chapter 4 reviews research findings about SL learners' changing knowledge of the language and their ability to use that knowledge. Chapter 5 focuses on five proposals for the most effective way to teach SLs. Chapter 6 presents 12 popular views about language learning and teaching, critically examining and revising these views in light of current research. (Contains 80 references.) (MDM)

ED 372 628 FL 022 321

Orellana, Marjorie Faulstich
Superhuman Forces: Young Children's English Language Acquisition and Spanish Language Loss.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Child Language; *Code Switching (Language); Early Childhood Education; *English (Second Language); Followup Studies; *Language Dominance; *Language Maintenance; Language Role; Language Skill Attrition; Language Usage; Longitudinal Studies; Second Language Learning; *Spanish Speaking; *Young Children

school attitudes, attendance, and discipline records of participating students in comparison with others. The project included classes for the student tutors, tutoring sessions, field trips, identification of adult role models, and special activities in recognition of the tutors' contributions. Support functions included curriculum development, coordination, staff development activities, parent involvement, and program evaluation. Measurable results of the program for participating tutors include a lower dropout rate, improved reading grades, and improved self-esteem and school attitudes. Program expansion is under way. (MSE)

ED 372 647 FL 022 348

Mielke, Angela; Flores, Chencho
Bilingual Technology Equalizes Opportunities in Elementary Classrooms.
PUB DATE- 94
NOTE- 14p.; In: Malave, Lilliam M. Ed. National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93. See FL 022 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Computer Software; *Educationally Disadvantaged; *Educational Technology; Elementary Education; *English (Second Language); Individualized Instruction; *Limited English Speaking; Optical Data Disks; Optical Disks; Parent Participation; Videodisks
IDENTIFIERS- Two Way Bilingual Education

Educational technology is a significant resource for meaningful, active, sensory, and relevant instruction for limited-English-proficient (LEP) students in the elementary grades, particularly those students who are educationally disadvantaged. It is suitable for bridging the instructional gap in bilingual education so these children can have the same educational opportunities as their English-speaking peers and suffer less the effects of cultural and social segregation. Computer software, compact disk, CD-ROM, and videodisk technology provide and store large quantities of subject matter, allow individualization of instruction and instructional materials, permit children to learn at their own speed, and are motivating and non-threatening. These characteristics are useful in instruction in English as a second language, in both one-way and two-way bilingual education, for attractive graphics to involve all students, and even to promote parent involvement. To maximize the potential of these technologies, administrators and teachers need training in effective educational applications, particularly in the classroom, and appropriate and pedagogically sound materials. (MSE)

ED 372 648 FL 022 349

Minaya-Rowe, Liliana
Staff Development Specialists for Bilingual and Bicultural Education Programs: A Training Program.
PUB DATE- 94
NOTE- 16p.; In: Malave, Lilliam M. Ed. National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93. See FL 022 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

What Do Technicians Do? EQW Working Papers WP17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Needs; *Educational Policy; Employment Qualifications; Occupational Information; *Paraprofessional Personnel; *Policy Formation; Postsecondary Education; Secondary Education; *Technical Education; *Technical Occupations

Between 1950 and 1988, the number of professional and technical workers increased by 282% while the labor force as a whole only increased by 94%. Most persons employed as technicians work on or with reputedly complex technologies. Most work at the empirical interface between a larger production process and the materials on which the process depends. At such interfaces, the technician's task involves the complementary processes of transformation and caretaking. In some occupations, technicians buffer other occupations from contact with the empirical phenomena over which the latter are reputed to have mastery. In other occupations, technicians function as brokers bridging the organization they serve and the larger technical community associated with the technology they oversee. In either case, technicians require both formal and contextual knowledge. In view of technicians' roles and knowledge requirements, effective educational programs for training technicians must impart contextual knowledge of a technical domain, practicing technicians must be involved in designing technician training programs, and conceptions of technical education must be broadened to include translation competency. Policymakers must direct resources to developing tools for timely exchange of information and development of communities of practice. (Contains 35 references.) (MN)

ED 372 190 CE 066 720

Cappelli, Peter; Crocker-Hefter, Anne
Distinctive Human Resources Are the Core Competencies of Firms. EQW Working Papers WP18.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; Case Studies; Competence; Competition; Corporate Education; *Diversity (Institutional); *Human Capital; *Human Resources; *Labor Force Development; On the Job Training; Organizational Development; *Personnel Management; Success

The interrelationship between people management practices and product market/competition was examined in a series of case comparisons of pairs of firms/organizations of the following types: professional sports teams, military services, retailing firms, information service firms, business schools, financial services, shipping services, and food and beverage companies. The case comparisons suggested a clear division between companies that develop employee competencies within the firm and those that assemble employee competencies ready-made from the outside market. Those firms that developed talent from and practice attributes of technology. Chapter 4 presents five major findings regarding for integrating technology education into the curriculum and four suggestions for doing so. Appended is the task force membership roster. (MN)

ED 372 208 CE 066 804

Partridge, Chrystal L.; And Others
Careers Going Global. Curriculum Resource Guide.
PUB DATE- 92
NOTE- 557p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; Career Education; *Career Exploration; *Cultural Awareness; *Cultural Pluralism; *Economics; Elementary Secondary Education; Employment Opportunities; Fused Curriculum; Geography; Geography Instruction; *Global Approach; International Trade; Learning Activities; Mathematics Instruction; Multicultural Education; Resource Materials; Second Language Instruction; *Social Studies
IDENTIFIERS- *Tennessee

This guide contains 164 suggested learning activities that are designed for use in helping middle and high school students learn to think in global terms rather than in terms of city, state, and national boundaries. The guide's organization and framework are based on 5th- through 12th-grade social studies, geography, language arts, mathematics, foreign language, economics, sociology, history, and career counseling competencies. The learning activities are described on activity sheets that are organized according to the following categories: cultural diversity, customs, geography, global career counseling, import/export, a potpourri of economic issues, and other activities. Each activity sheet contains the following: activity title, purpose, suitable subject area, appropriate grade level, description of the activity, and suggested additional resources. The instructional level of the individual activities varies widely. Some activities are recommended for students in a narrow range of two or three grades, whereas others are recommended for students in grades 5-12, inclusively. (MN)

ED 372 209 CE 066 805

Okoro, Daniel; Miller, Larry E.
Factors Related to the Learning of Participants in the Ohio Pesticide Private Applicators Instructional Program. Summary of Research 77.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Adult Education; *Adult Farmer Education; *Adult Learning; Cognitive Development; *Cognitive Measurement; Educational Research; *Extension Education; *Pesticides; Student Evaluation

A study determined the learning (achievement) of 151 participants in the 1992-93 Ohio pesticide applicator training (PAT) program. It assessed the intended level of cognition of instruction and the actual cognition level achieved by the technology in working with learners of English as a Second Language and special needs students, and integrated learning systems. (Contains 37 references.) (MN)

ED 372 226 CE 066 831

Enter the Savings Zone. Instructional Unit. Electronic Field Trip.
SPONS. AGENCY- Federal Reserve System, Washington, DC.
PUB DATE- Oct 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Banking; Communications Satellites; *Consumer Education; *Distance Education; *Home Economics; *Investment; Learning Activities; *Money Management; Secondary Education; Transportation; Units of Study
IDENTIFIERS- *Savings

This instructional unit was developed for use with a live interactive program that was delivered via satellite in October 1993, but it can also be used separately or incorporated into other teaching materials. The unit provides basic information on savings, investing, and buying a car. The following topics are covered in the guide's five sections: spending and saving, types of banks and accounts (types of institutions and accounts, factors and fees, and deposit insurance); other savings options (other investment options and factors to consider); the time value of money; and buying a car (comparing alternative methods of transportation). Each section contains background information and one or more learning activities. Also included are a glossary; an annotated list of 17 resources (publications, teaching guides, videos and filmstrips, and computer resources); and a list of 12 sources of additional information on savings, investing, and buying a car. (MN)

ED 372 227 CE 066 834

Frings, A.; And Others
Join Us in a Participatory Approach to Training, Learning & Production. A Practical Guide to the Action Training Model.
PUB DATE- 93
NOTE- 159p.; A publication of the Education, Science and Documentation Centre.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Learning; *Community Development; Developing Nations; Experiential Learning; Foreign Countries; Instructional Development; Models; *Participation; Partnerships in Education; Program Descriptions; Summative Evaluation; *Training Methods; *Workshops
IDENTIFIERS- *Action Training Model; Participatory Curriculum

This handbook is intended to help trainers and development workers plan and conduct training programs based on the Action Training Model (ATM). The ATM combines training with action and learning with production by building upon participants' knowledge and learning needs and involving participants in a process of active learning and cooperative development of products. Chapter 1 explains the philosophy behind the ATM and

Foreign Countries; Instructional Development; *Job Skills; Legislation; Masonry; Needs Assessment; Plumbing; Roofing; Standards; Student Certification; Tables (Data); *Trade and Industrial Education
IDENTIFIERS- Belgium; France; Germany; *Historic Sites; Italy; *Restoration; United Kingdom

This report summarizes in tabular form the results of national studies that were conducted in Belgium, France, Germany, Italy, and the United Kingdom to identify the job skills and knowledge required of persons employed in the fields of rehabilitation and conservation of historic buildings. Presented in chapter 1 is a comparative analysis of the situation existing with respect to the following issues/aspects of the rehabilitation/restoration sector of each of the five countries: legislation and regulation, scale of the market, firms and their workers, and training and qualifications. Chapter 2 consists of 14 tables detailing the skills required in connection with each component of buildings needing rehabilitation/restoration. In the tables, information regarding parts of buildings, defects, contingencies, treatment, techniques, and knowledge is provided for each of the following building components/restoration processes: foundations; walls; partition walls; floors; woodwork; roof coverings; waterproofing and drainage; plasterwork; joinery; glazing; tiling and paving; painting; metalwork; and sanitary installations, heating, and electricity. Discussed in chapter 3 are considerations entailed in building a pool of skilled workers in the restoration and rehabilitation trades and factors conducive to formulating occupational profiles (exchanges and networks, instructor training, and official recognition of qualifications). (MN)

ED 372 246   CE 066 857

Fressura, Nicola
Systems and Procedures of Certification of Qualifications in Italy. CEDEFOP Panorama. National Report.
PUB DATE- May 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Policy; Elementary Secondary Education; *Employment Qualifications; Entrepreneurship; *Evaluation Methods; Foreign Countries; General Education; Postsecondary Education; Program Administration; *Public Schools; *Student Certification; *Student Evaluation; Systems Approach; *Vocational Education
IDENTIFIERS- *Italy

This document describes Italy's systems and procedures for certifying qualifications and skills within the public system of general education and vocational training (VT). Section 1 details the organizational structure, special features, and system of analysis and certification of student skills/qualifications in Italy's system of general education. Topics covered in the subsections are as follows: the public education system in Italy, preparatory education, compulsory schooling, primary education, first- and second-degree secondary education, technical education, vocational education, art education, ongoing education and training for adults, the university system, and Italy's universities within the European Community context. Presented in section 2 is information on the following aspects of Italy's VT system: the role of the state in terms of labor and employment policy, structure and personal problems or crises that appear to be interfering with their learning. ABE teachers should avoid becoming involved in students' personal problems for several reasons; for example, teachers may not be trained appropriately to deal with students' issues. Furthermore, students cannot learn appropriate professional/cultural role definitions unless teachers maintain their designated roles with students. ABE should adhere to the following guidelines in their relationships with students: know their own personal vulnerabilities; understand that their relationship with students is temporary; know professional standards for behaving toward students; recognize the messages conveyed to students by touch, language, and self-disclosure; express their expectations; know students' understanding about interpersonal interaction; understand cultural differences in role expectations; assess the appropriate use of names; recognize messages conveyed by dress; and know the resources available for referral and the procedures for referring students to resources/services. (MN)

ED 372 266   CE 066 890

Smithers, Alan
All Our Futures: Britain's Education Revolution. A Dispatches Report on Education.
PUB DATE- 93
NOTE- 47p.; Funded by the Gatsby Charitable Foundation. Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Change Strategies; Comparative Analysis; *Educational Change; Educational Practices; Educational Quality; Educational Trends; Elementary Secondary Education; Employment Qualifications; Evaluation Criteria; Foreign Countries; Program Effectiveness; Standards; *Student Evaluation; *Vocational Education
IDENTIFIERS- Europe; *Great Britain; *National Vocational Qualifications (England)

A study examined vocational and general education in Great Britain 2 years after a national commission on education issued its recommendations for reforming Britain's system of elementary and secondary education and training. Several concerns were raised regarding the content and application of the National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQs). The concerns were discussed within the context of one local education authority. The need for educational reform was discussed from the standpoint of domestic problems and promising European solutions. It was concluded that, rather than helping, many reforms are actually threatening the future of applied education. It was recommended that awarding bodies be immediately allowed to develop syllabi specifying what is to be learned and assessed and thereby provide a common point of reference for students, teachers, and examiners. The following actions were also recommended: encourage the National Council for Vocational Qualifications and government collaborate to decide the purpose of the GNVQs; have employers, employees, and educators reassess the content of the NVQs and GNVQs ; and include written examinations in the assessment of NVQs and GNVQs. (Contains 23 references.) (MN)

ED 372 267   CE 066 891

data-gathering instruments or reports generated by the teams. (YLB)

ED 372 284 CE 066 914

Sperazi, Laura; Jurmo, Paul
Team Evaluation: A Guide for Workplace Education Programs.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Jul 94
NOTE- 115p.; For related documents, see CE 066 912-913.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Cooperation; Cooperative Planning; Evaluation Methods; *Literacy Education; Participative Decision Making; Program Design; Program Development; Program Effectiveness; *Program Evaluation; Team Training; *Teamwork
IDENTIFIERS- *Workplace Literacy

This guide describes a collaborative approach to high quality and relevant evaluation of a workplace basic skills program that can be carried out as part of normal program operations. It is designed for use by educators, union representatives, managers, supervisors, participating employees, and funders. The guide is organized into five phases. In each phase, the reader is presented with a series of steps and activities for an evaluation team to undertake. In phase I, the reader is provided with materials for the first two steps: to prepare for the role as facilitator of a collaborative evaluation process and to organize the team. Phase II covers planning a first round of evaluation activities through these four steps: identify who wants what information for what purpose, clarify program goals and indicators to examine in the summative evaluation, identify program components and quality standards to examine in the formative evaluation, and decide how to collect the information. Phase III provides materials for three steps in preparing to gather information: design information-gathering activities, field test instruments, and develop an action plan. Phase IV covers three steps in gathering, organizing, analyzing, and reporting information: gather and organize information, analyze the information and prepare a report, and report findings. Phase V focuses on two steps: take follow-up action and evaluate the evaluation. A bibliography lists 21 suggested readings. (YLB)

ED 372 285 CE 066 915

Precision Strike Training in Lean Manufacturing: A Workplace Literacy Guidebook and Final Report on Precision Strike Workplace Literacy Training at CertainTeed Corporation.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Dec 93
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Content Area Reading; Guides; Inplant Programs; Job Skills; *Literacy

a list of projects that were tape recorded. (KC)

ED 372 302 CE 066 952

Online Action Research Database.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 29 Dec 93
NOTE- 300p.; The seventh section, complete data records for individual teachers, is not included in this document.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Action Research; Adult Basic Education; *Adult Literacy; *Databases; Educational Research; English (Second Language); *Literacy Education; *Online Systems; *Reference Services; Research Methodology; Research Projects; Second Language Instruction

This document begins with a summary of the Online Action Research (OAR) project, which had the following objectives: (1) examine the effectiveness of instructional approaches and classroom practices in adult basic education (ABE) and adult English as a Second Language (ESL); (2) use a variety of assessment strategies to determine literacy outcomes and the results of action research; (3) provide an alternative form of staff development for ABE and adult ESL teachers; (4) explore the use of networking technology (electronic mail) to facilitate the research process; and (5) collect and disseminate an online database of literacy action research. The database serves as a forum for other adult ESL teachers and ABE teachers, administrators, and researchers were are interested in conducting action research. Following the summary, the document includes a list of OAR staff, description of the database contents, and instructions for accessing it online or on diskette. The first section of the database contains the following: research topics and questions, research summaries from the 12 individual teachers, descriptions of interventions and assessment methods for research questions, findings, suggestions for future research, and resources/bibliography by research topic. The section on the classes defines program levels, summarizes class settings, and describes individual teachers' class settings. Statistics on each class' demographics are provided. The section on the teachers contains names and addresses of the 12 teachers and teacher profiles summarized and by individual teacher. The technology section details the types of computer equipment used by the teachers and by project staff, profiles of individual teacher use of computers, and reflections on the use of technology from teachers and project staff. The sixth section provides reflections on action research from teachers, managers, and research facilitators, as well as 31 resources on action research and copies of 11 forms used. (KC)

ED 372 303 CE 066 953

Harrington, Marcia; Goudreau, Nancy
A Feel for Books (Adult Learner Book Discussion Program). Program Effectiveness Study.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 31 Jan 94
NOTE- 78p.; Handwritten forms may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult

toward one that is more complex and in which mutually beneficial political and economic relations are of growing importance. The paper lists specific ways that an international approach may prevent and resolve intergroup conflict and he lists the benefits such a plan would derive. The world of the next century will differ profoundly from any that has ever been known; everyone must work to achieve decent, fair, and peaceful relations among diverse groups. (RJM)

ED 372 322 CG 025 615

Jenkins, Jeanne E.; And Others
Cognitive, Behavioral, and Environmental Factors in Adolescents' Alcohol and Other Drug Use: A Developmental Perspective.
PUB DATE- 3 Mar 94
NOTE- 42p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; At Risk Persons; Behavior Patterns; Behavior Problems; Cognitive Structures; *Drinking; Drug Education; *Drug Use; Peer Influence; Secondary Education; Secondary School Students

This paper reports the preliminary findings of a county-wide study of alcohol and other drug (AOD) behaviors and influences among 2,229 randomly selected students in grade 8, 10, and 12. The discussion focuses on behavioral, cognitive, and environmental predictors of AOD behaviors. The paper highlights a refined study of the influence of peers, drug information (from school-based programs and individuals), and positive school and after-school indicators in relation to drug involvement. Investigators examined 17 drugs, including beer, wine coolers, tobacco, marijuana, and liquor. The objectives of this presentation were to: (1) increase the participants' knowledge of environmental and individual factors related to AOD use; (2) identify select peer influence variables related to AOD behavior; (3) examine the relative significance of cognitive-perceptual factors in AOD use; (4) help school psychologists understand the implications of this study's findings for direct and indirect service delivery; and (5) chart developmental trends in AOD predictive models. Participants were expected to increase their understanding of the multi-determined nature of alcohol and other drug use among adolescents and gain a developmental perspective on AOD predictors. Included are 16 tables which give statistical predictions for AOD use and behavior. (RJM)

ED 372 323 CG 025 616

Wurm, Tracie L.; Haskett, Mary E.
Problem Solving and Verbal Comprehension in Children of Distressed Families.
PUB DATE- 93
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Child Behavior; Conflict

(ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Clinical Experience; *Counselor Training; Developmental Programs; Models; *Supervision; *Supervisors; *Supervisory Methods
IDENTIFIERS- ERIC Digests

Clinical supervision is the construction of individualized learning plans for supervisees working with clients. The systematic manner in which supervision is applied is called a "model." Three types of models are discussed in this digest; they are: developmental models; integrated models (discriminant model); and orientation-specific models. The summary considers common ground shared by the major models of supervision. Contains 8 references. (NB)

ED 372 341 CG 025 743

Hart, Gordon M.
Strategies and Methods of Effective Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Client Relationship; Counselors; *Counselor Training; Individual Characteristics; *Supervision; *Supervisory Methods
IDENTIFIERS- ERIC Digests

A variety of strategies and methods are available to supervisors for use with counselors whom they supervise. This digest provides a summary designed to acquaint supervisors with techniques for enhancing the counseling behavior of their supervisees while also considering individual learning characteristics as depicted by the supervisee's developmental level. The use of strategies examining a supervisee's counseling behavior with current clients allows the supervisor to correct any error in assessment, diagnosis, or treatment of the client. The digest discusses methods of improving clinical competence and stresses the importance of examining actual counselor-client interactions. Methods of achieving this are explored, including the use of audio- and video-tapes of sessions and live supervision using television or one-way mirrors. A number of developmental considerations, depending on what works best for a particular supervisee, are addressed. Contains 7 references. (NB)

ED 372 342 CG 025 744

Cashwell, Craig S.
Interpersonal Process Recall. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Content Reading Including Study Systems: Reading, Writing and Studying across the Curriculum.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 88
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; *Demonstration Programs; Elementary Secondary Education; *Learning Strategies; Metacognition; *Student Evaluation; Study Skills; Teaching Methods; Vocabulary Development; Writing Instruction
IDENTIFIERS- *Directed Reading Thinking Activities; Kalispell School District Number 5 MT; Project CRISS

Appropriate for any elementary, middle school, or high school teacher who uses reading as part of content instruction, this book describes Project CRISS (Content Reading Including Study Systems), developed in Kalispell, Montana, at School District No. 5, which focuses on teaching students how to learn through reading, with studying, and writing strategies incorporated with content instruction. Five principles are fundamental to the instructional components described in the book: incorporating practical and theoretical ideas about text organization; having students function as active learners; teaching students to use a variety of learning strategies and to monitor their own learning; considering writing as essential for content learning; and using direct instructional methods. Chapters in the book are: (1) Project CRISS; (2) Textbook Assessment; (3) Informal Assessment Procedures; (4) Generating Background Knowledge and Understanding Main Ideas; (5) Learning Guides and Writing Strategies; (6) Vocabulary; and (7) Directed Reading Thinking Activity (DRTA). Contains 34 references and a 60-item glossary. (RS)

ED 372 364   CS 011 784

Greer, Julia T.
Student Attitudes Regarding a Reading Workshop: The Effects of the Process.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Elementary School Students; Grade 5; Intermediate Grades; *Language Arts; *Reading Attitudes; Reading Material Selection; Reading Research; *Student Attitudes; *Whole Language Approach; Workshops
IDENTIFIERS- Reading Behavior

A month-long study examined students' attitudes toward aspects of a specific reading workshop based on the whole language theory of instruction. Of the 23 students in a fifth-grade classroom, 11 became part of the experimental group who participated in the process which incorporated four primary aspects of language arts: reading, writing, speaking, and listening. Students in the control group read only during the same time period. A Likert-type survey was administered to the experimental and control groups as pre- and posttests. In addition, qualitative interviews with the experimental group were conducted following the intervention. Results indicated that students: (1) preferred to select their own reading materials and did not difference. In their writings, students register an increasing awareness of the complexity of racial and political issues. Having read the autobiography's first chapter, one student writes that she is ashamed of her country, while another student wonders how she could have allowed herself to wonder if those in the camps did not have it better than others. (TB)

ED 372 384   CS 214 402

Strain, Margaret M.
Hermeneutic Inquiry and the Possibilities for Composition History.
PUB DATE- Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; *Hermeneutics; Higher Education; Rhetorical Theory; *Theory Practice Relationship; *Writing (Composition); Writing Instruction
IDENTIFIERS- Composition Theory; *Gadamer (Hans Georg); Text Factors

Hans-Georg Gadamer proposes a philosophical hermeneutics that sheds light on the ways in which scholars have envisioned the history of teaching writing. Offering an alternative to a linear model of history, in which events are viewed as links in a chain, Gadamer's hermeneutics regards a text as a locus or web through which other texts are continuously woven. In this model, the historian is asked to work speculatively rather than prescriptively, attending to the way in which a text suggests, argues with, comments on, or even omits other texts. Over recent years, attempts to understand composition and its theory and practice have arranged themselves into three distinct patterns: (1) works that revitalize the discipline by preserving teaching practices and theories informed by Greco-Roman influences; (2) texts that authorize composition studies based on the work of empirical and theoretical research; and (3) accounts that focus on aspects of institutional theory--handbook usage and textbook publication trends. Gadamer's model presents a network or frame with which to read and evaluate these narrative accounts of the field. It shows, for instance, that Edward P. J. Corbett's attempt to make a case for classical rhetoric on the grounds of a continuity between antiquity and the present depends on his exclusion of expressive rhetorics from his narrative. It also shows that Albert R. Kitzhaber's study of college writing programs excludes many of the bread and butter issues composition programs were struggling with at that time. (TB)

ED 372 385   CS 214 408

Terry, Patricia
Language Diversity in a Complex Classroom: Teaching Teachers Linguistic Tolerance.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches,

Multicultural Materials

Beginning with the premise that writing cannot be separated from the subject written about, composition teachers should address themselves to what their students are learning in the process of writing. Some writing courses introduce students to great books but those books are usually written only by white men. Others open students to multicultural diversity but the anthologies used essentialize race and gender differences; however noble these courses may be, their purpose is dubious: Is building tolerance the job of a composition course? As an alternative, writing courses can be centered around historical moments that involve rhetorical interaction between cultures and viewpoints. They can introduce students to multicultural pluralism but do so with a clear sense of purpose. Frederic Jameson has argued that effective democratic communication requires that people be able conceptually to locate themselves in history. A course taught at Holy Cross asked students to participate in a debate over the meaning of the phrase "all men are created equal" from the 19th century to the present. The students first read a variety of scholarly interpretations. Then the students wrote and shared diverse assignments working over the readings: summarizing, analyzing rhetorical strategies, or reworking the beginning of the Declaration of Independence as one of the scholars would have done it. (TB)

ED 372 404 CS 214 431

Hacker, Tim
Teacher Conferences as a Modeling Technique for Peer Response.
PUB DATE- Mar 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Freshmen; Discourse Analysis; *Freshman Composition; Higher Education; *Instructional Effectiveness; *Peer Evaluation; *Writing Evaluation; Writing Research
IDENTIFIERS- *Teacher Student Conferences

A quasi-experimental study determined the effectiveness of teacher conferences as a modeling technique in freshman composition, as measured by the quantity and quality of selected characteristics in peer response group discourse. Subjects, 22 students in the "experimental" section and 24 students in another section of second semester freshman composition at a medium-sized public university in the southwestern United States, were trained using "traditional" modeling techniques. The 22 students in the experimental section received in addition a treatment of a heretofore undocumented modeling technique--teacher conferences. A total of 10 students in each class completed the first five papers assigned in the semester and were present for tape-recordings of peer-response groups. Transcripts of peer-response group discussion of the students' first paper served as the pretest, and transcripts of peer-group discussion of the fifth paper served as the posttest. Results indicated that the experimental group improved its performance by a fair margin: in the role of writer, subjects asked many more questions of their peers; the questions were more phatic; and subjects dramatically increased the revision suggestions per episode. Results also indicated that the "traditional" group were less phatic in the role of classrooms, instructors will be doing a service to their students. By using developmental theory as an "overlay" for critical activities, instructors can better understand their students' successes and failures. (Contains nine references.) (RS)

ED 372 424 CS 508 618

Holm, Todd T.
Coaching the Bottom Four: After Dinner Speaking.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; Debate; Higher Education; *Humor; Judges; *Public Speaking; Undergraduate Students
IDENTIFIERS- *After Dinner Speaking; American Forensic Association; *Debate Coaches; Debate Tournaments; Writing Contexts

Though after dinner speaking attracts fewer participants than most other categories at American Forensic Association tournaments, it can be one of the most fulfilling for those participating, coaching and listening. One of the reasons for the low participation rate is that judges offer vague and sometimes insensitive evaluations. Judges must not forget that students are putting themselves on the line in entering an event that requires them to be funny. Meanwhile, coaches should try to coax students into the event by building self-esteem in those who show potential. If students feel they are not funny, tell them, "You might not be the funniest person in the world, but with a little time, practice and coaching, anyone can do A.D.S.!" When coaching an after dinner speech, coaches might follow a 12-step process, by which they help students choose topics, make outlines, find support, time speeches, and memorize. Part of this process may involve teaching students how to be funny--and this can be taught. Students should know that there are a range of humoristic techniques such as topical humor, intellectual humor, analogies, satire and puns. In writing humor, students should suspend their critical faculties and employ the creative side of their brain. They might also try to watch or read some humor prior to writing. Coaches should also try to answer important student questions about the event, such as, why speeches that are not funny make it into the finals, and why rankings in this event are so inconsistent. (TB)

ED 372 425 CS 508 619

Palmeri, Anthony J.
Teaching Rhetorical Studies: Dramatism as Liberator and Oppressor.
PUB DATE- 8 Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; Higher Education; *Rhetoric; Student Publications; Student Reaction; Teacher Behavior;

DESCRIPTORS- *Classroom Communication; *Classroom Environment; *College Instruction; Higher Education; *Humor; Speech Communication; *Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- *Communication Strategies

A speech communication professor informs his students of implicit classroom rules by using a humorous handout. Now and then, the professor elaborates on items in class using stories of classroom encounters that led to the handout's creation. Some of these "tongue-in-cheek" rules (there are 22 in all) are: (1) try to arrive at class a few minutes late each day so the class will be sure to notice; (2) classtime is a good opportunity for catching up on work in other courses; (3) only the things on the board or the overhead projector are important; (4) do not worry about spelling, grammar, or punctuation in written assignments; (5) students who come to class are guaranteed at least a grade of "B"; (6) the professor needs help remembering what time it is, so begin packing up books five minutes before the period is over; (7) if you have a complaint or concern, do not discuss it with the professor--talk about it with classmates or unload on the professor in the course evaluation; and (8) do not keep the handout or the syllabus--deposit them in the trash on the way out. The reaction to the handout over the years has been positive. (RS)

ED 372 444 CS 508 640

Morgan, Steven D.
Communication Education as Social Support: Teaching Families with a Dying Member.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Skills; *Death; Family Involvement; Grief; Helping Relationship; Higher Education; *Interpersonal Communication; Social Networks
IDENTIFIERS- Communication Strategies; *Family Communication

Teaching communication skills to families with a dying member presents unique challenges. As M. R. Parks' critique of interpersonal communication literature suggests, it is important to keep in mind the larger social context surrounding the person dying and to maintain a balanced perspective of information exchange (e.g., self-disclosure) and information control (e.g., privacy) in the interaction. In addition, the critique by T. L. Albrecht and M. B. Adelman of social support literature offers insights and challenges to the idea of "teaching as social support." The concepts of teacher/learner reciprocity and uncertainty reduction are especially helpful in understanding how to best approach teaching communication skills in this unique context. (Contains 15 references.) (RS)

ED 372 445 CS 508 641

Arnold, Lorin Basden
Metaphors Are Taffy: A Consideration of Critical Research in Organizational Metaphors.

implementation might occur, David Langford describes the process of using TQM to transform working conditions and student achievement and attitudes toward learning at Mt. Edgecumbe High School in Sitka (Alaska). Theresa M. Hicks, a second-grade teacher from Denver Place Elementary School in Wilmington (Ohio), believes she has found the route to dramatically improved teaching and learning through TQM, although she is the sole TQM proponent in her school and district. Suggestions for additional readings on TQM are given. Commentary by Richard A. Rossmiller concludes the issue. (MLF)

ED 372 463   EA 025 742

School-Community Collaboration.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; *College School Cooperation; Educational Environment; Effective Schools Research; Elementary Education; Family School Relationship; Higher Education; *Inservice Teacher Education; *Parent Participation; Participative Decision Making; *Partnerships in Education; School Based Management; *School Community Relationship; School Effectiveness

Collaborations between schools and parents, and schools and other institutions, seek to improve or expand available resources. This issue of "Focus in Change" focuses on two elementary schools with different models of collaboration in place. At Columbia Park Elementary School (Maryland) parents have been involved in site-based management teams since 1985. Principal Patricia Green shares her perspective on the changes she initiated when she was appointed principal. Virginia Walker, a parent who now coordinates Columbia Park's afterschool program, describes barriers that parents encounter as they step forward into more prominent school roles. A different sort of partnership has been established at the Denali Elementary School in Fairbanks (Alaska) where a principal worked with parents, teachers, and university faculty to establish a university-elementary school collaboration through which university faculty deliver substantive inservices in science and math--which teachers take for college credit--as well as coteach elementary school classes. Douglas Schamel, a biology instructor at the University of Alaska-Fairbanks and participant in the collaboration since its inception, shares his perceptions of the process of teaching science to elementary school teachers. Denali's principal, David Hagstrom, comments on the university-school partnership. The issue includes suggestions for further reading on the subject of school-community collaboration. (MLF)

ED 372 464   EA 025 786

Gall, Meredith D.; Vojtek, Roseanne O'Brien
Planning for Effective Staff Development: Six Research-Based Models.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English

resulting from school day/year extensions; and current approaches to extending schooling in the United States. References accompany each section. Twelve exhibits are included. (LMI)

ED 372 483 EA 025 963

Hearing of the National Education Commission on Time and Learning Summary (1st, Washington, D.C., June 26, 1992).
PUB DATE- 26 Jun 92
NOTE- 41p.; For a briefing paper, related hearings, and research findings, see EA 025 962-971.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; Curriculum Development; *Educational Improvement; Elementary Secondary Education; *Extended School Day; *Extended School Year; Hearings; Instructional Improvement; Professional Development; *Time Factors (Learning); *Year Round Schools
IDENTIFIERS- *National Education Commission on Time and Learning

The National Education Commission on Time and Learning (NECT&L) is authorized by Public Law 102-62, the Education Council Act of 1991. The general focus of the study is an examination of the quality and adequacy of study and learning time of elementary and secondary students in the United States. This document summarizes the first hearing of the NECT&L which focused on issues in extending the school year. The proceedings of three panel discussions and their question-and-answer sessions are highlighted. Participants in the first panel discussion included: (1) James Dyke, Secretary of Education, Commonwealth of Virginia; and (2) Gordon Ambach, Executive Director, Council of Chief State School Officers. Discussants in the second session included: (1) R. S. Archibald, President, National Association for Year-Round Education and Superintendent of Schools, Marion County, Florida; (2) Bruce Walborn, International Association of Amusement Parks and Attractions; (3) Lillian Brinkley, President, National Association of Elementary School Principals; and (4) R. David Hall, President and Ward 2 Representative of the District of Columbia School Board. The third panel discussion involved the following guests: (1) Harold Stevenson, Professor of Developmental Psychology, University of Michigan; (2) Jeanne Griffith, Associate Commissioner for Data Development, National Center for Education Statistics; and (3) Nancy Mead, Director, International Assessment of Educational Progress, Educational Testing Service. (LMI)

ED 372 484 EA 025 964

Public Hearing, National Education Commission on Time and Learning: The Extended School Program and Its Impact on the Community. Southeastern Regional Hearing Summary (2nd, Murfreesboro, Tennessee, October 22, 1992).
PUB DATE- 22 Oct 92
NOTE- 29p.; For a briefing paper, related hearings, and research findings, see EA 025 962-971.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Extended School Day; *Extended School Year; Flexible Scheduling; Hearings; Nontraditional Education; *School Schedules; *Time Factors (Learning); *Year Round Schools

unique, there can be no one answer to every system's problems. (LMI)

ED 372 505   EA 026 000

Nonrenewal of Probationary Teachers. School Management Advisor, Issue 25.
PUB DATE- 93
NOTE- 6p.; For related publications, see EA 025 997-EA 026 003.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Contracts; Elementary Secondary Education; Employment Practices; *Personnel Policy; *Probationary Period; *State Legislation; *Teacher Discipline; Teacher Dismissal; *Teacher Evaluation; Teacher Rights
IDENTIFIERS- *North Carolina

This document addresses legal requirements for and issues in the nonrenewal of probationary teachers in North Carolina. The interpretive analysis section points out that in order to protect itself against a charge of nonrenewal based on prohibited reasons, the school board must develop a written record that documents factors for its decision. A question-and-answer section examines concerns to administrators and school board members who are considering nonrenewal of a probationary teacher's contract. The appendix highlights North Carolina State law relating to probationary teachers, specifically a definition of terms and the appeals process. (LMI)

ED 372 506   EA 026 001

Dismissal of Career Status Employees. School Management Advisor, Issue 26.
PUB DATE- 93
NOTE- 15p.; For related publications, see EA 025 997-EA 026 003.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Administrator Evaluation; Compliance (Legal); *Contracts; Elementary Secondary Education; Employment Practices; Grievance Procedures; *Personnel Policy; *State Legislation; Teacher Discipline; *Teacher Dismissal; Tenure
IDENTIFIERS- *North Carolina

This document describes legal requirements that pertain to the dismissal or demotion of career status employees in the North Carolina Department of Public Instruction. The interpretive analysis section notes that the employer may terminate the employment only for specified reasons and by stated procedures. The grounds for dismissal or demotion must be adequately substantiated, and thorough documentation is essential. A question-and-answer section highlights issues of concern to administrators. The appendix contains North Carolina State law relating to career status employees, specifically: tenure; contract renewal; and contract nonrenewal of principals, assistant principals, supervisors, directors, and public-school career teachers. (LMI)

Individualized Education Programs; *Mainstreaming; Preservice Teacher Education; *Regular and Special Education Relationship; *Social Integration; State Legislation; State School District Relationship
IDENTIFIERS- *Illinois; *Inclusive Schools

Thirteen brief papers address issues in inclusive education, with special emphasis on concerns and applications in Illinois. The following issues are discussed: (1) the relationship of the inclusive schools concept to that of providing a continuum of alternative placement options; (2) needed changes in current funding of special education to provide incentives (rather than disincentives) for school districts to include students with disabilities in regular classes and schools; (3) the practices of mainstreaming, integration, and "dumping" of students into regular classes without supports as opposed to "supportive" education in an inclusive education system; (4) needed restructuring in preservice training of teachers if inclusive education is to be fostered; (5) benefits of inclusive education for families; (6) the destructive effects of categorical labels; (7) the urgency of the removal of architectural barriers in public schools; (8) inservice and administrative supports needed by both regular and special education teachers for successful inclusion of students with disabilities; (9) specific ways administrators can support inclusion; (10) the role of the individualized education program in inclusive schooling; (11) a comparison of such terms as "least restrictive environment," "integration," "mainstreaming," "regular education initiative," and "inclusion"; (12) accountability issues at the state level; and (13) curriculum issues and inclusive education. Some papers contain references. (DB)

ED 372 526 EC 303 158

Michaels, Craig A., Ed.
Transition Strategies for Persons with Learning Disabilities.
PUB DATE- 94
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adolescents; Advocacy; Agency Cooperation; Curriculum Development; *Education Work Relationship; *Employment; *Independent Living; Interpersonal Competence; *Learning Disabilities; Microcomputers; Postsecondary Education; Secondary Education; *Social Integration; Special Education; Technology; Training Methods; *Transitional Programs; Vocational Rehabilitation

This collection of 10 papers focuses on the transition of students with learning disabilities from secondary education to employment, postsecondary education, independent living, and full social integration. The text concentrates on systemic transition problems that prevent successful communication, coordination, goal setting, and appropriate service delivery. Papers have the following titles and authors: (1) "Transition, Adolescence, and Learning Disabilities" (Craig A. Michaels); (2) "Curriculum Ideology in the Secondary Special Education Transition Planning Process" (Craig A. Michaels); (3) "Crossing Service Systems: From Special Education to Vocational Rehabilitation" (Carol Dowdy and Michael McCue); (4) "Postsecondary Education" (Georgeann Duchossois and Craig A. Michaels); (5) "Employment Issues: Transition from School to Work" (Craig A. Michaels); (6) "Self-Advocacy Skills" (Gloria Lodato Wilson); (7) "Social Skills Training" (Arlyn Roffman);

reform. Examples include rethinking of service delivery, collaborative versus authoritarian leadership, teambuilding and inclusionary practices replace exclusionary practices, and diversity issues. These changes are creating ethical and moral dilemmas for school administrators. In forming moral judgements, two voices are distinguishable: the voice of care, connection, protection from harm, and response; and the voice of justice, equality, reciprocity, and rights. Women tend to choose a care orientation while men tend to choose a justice orientation. The competence of caring and intuition has just as much importance as that of justice, and needs to be assimilated into the leadership and organizational theories for educational administration. This approach can be applied to special education service delivery and administrative practice through consideration of such issues as placement of minority students, services to individuals with disabilities as well as their caregivers, shared educational responsibility, participatory opportunities for parents, and the impact of Outcome Based Education. (Contains 35 references.) (JDD)

ED 372 545 EC 303 177

Graham, Marilyn T.; Isom, Rebecca M.
Bad Test...Good Test: Designing Classroom Tests To Accommodate Disabled Learners.
PUB DATE- 7 Apr 94
NOTE- 30p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Teacher Made Tests; *Test Construction; Test Format

This paper, presented in an outline format, provides general suggestions for the format of classroom tests and offers guidelines for adapting commercial tests that accompany textbooks for students with disabilities. Suggestions include, for example, using visual prompts to focus attention on important words, symbols, or procedures; and not requiring use of a separate answer sheet. The paper then presents tips for constructing specific types of tests, such as fill in the blank, multiple choice, matching, true-false, math computations, and structured essay. Eighteen short tests are appended as examples of test construction strategies. (JDD)

ED 372 546 EC 303 178

Raidl, Alice E.; Graham, Lesley P.
Surviving and Thriving in Special Education Student Teaching.
PUB DATE- 9 Apr 94
NOTE- 83p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; *Disabilities; Elementary Secondary Education; Preservice Teacher Education; *Special

ED 372 565 EC 303 197

Bauwens, Jeanne
Cooperative Teaching: What It Isn't and What It Is.
PUB DATE- Apr 94
NOTE- 7p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Disabilities; *Educational Methods; Educational Principles; Elementary Secondary Education; *Teacher Attitudes; Teacher Effectiveness; *Team Teaching
IDENTIFIERS- *Teacher Collaboration

This article explains principles of cooperative teaching using the analogy of a "team effort" to include special needs students within the general education classroom. Columns contrast "what it isn't" and "what it is" for the following aspects of cooperative teaching: (1) establishing the ground rules (e.g., it's not a fad but is an evolution); (2) planning and scheduling (e.g., it's not having unplanned visits but is scheduling visits); (3) teaching in the same environment (e.g., it's not being responsible only for my kids but is recognizing joint responsibility for all the kids); and (4) sustaining the relationship over time (e.g., it's not thinking that students are the only learners but is realizing that the adults are learning as well). (DB)

ED 372 566 EC 303 199

Flicek, Michael; Anderson, Jeffrey A.
Educating Students with Behavior Disorders in a General Education Setting: First Year Report.
PUB DATE- 8 Apr 94
NOTE- 42p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Classroom Environment; Delivery Systems; *Emotional Disturbances; Intermediate Grades; *Mainstreaming; Parent Attitudes; *Social Integration; Student Attitudes; Teaching Models; Team Teaching
IDENTIFIERS- Behavior Management; Inclusive Schools; National County School District WY

This paper summarizes the first year experience of the Natrona County (Wyoming) school district in implementing a combined classroom model for educating intermediate grade students with emotional and behavior disorders (E/BD) in a general education setting. The combined classroom model involves two normal size classrooms made into one, three teachers (a general education teacher, a resource teacher, and a teacher of students with E/BD) as well as three paraprofessionals. The students include about 20 students without disabilities, about 10 students with learning disabilities, and no more than 10 students with E/BD. The program involves an integrated behavior management system involving a level system varying in degree of structure, an impulse controls sequence, and monthly meetings of a support team which includes additional resource professionals and

Practices; *Educational Trends; Elementary Secondary Education; *Excellence in Education; Federal Legislation; Females; *Gifted; Gifted Disabled; Research Needs; Student Characteristics; *Talent; Trend Analysis

This paper, commissioned for the development of the national report, "National Excellence: A Case for Developing America's Talent," provides historical background on issues in gifted education, together with ideas and practices from the special educational strategies now in use for gifted students. The report focuses on the nature of superior intelligence, the general school adaptations for these children, current and unresolved issues in the education of the gifted, and specific policy issues in gifted education. Historical information describing how early cultures addressed or failed to address the needs of gifted children is offered. A major problem is seen to be the ambivalent feelings toward gifted children traditionally seen in the American society. Various definitions of giftedness are discussed, as are traits that characterize gifted children. Specific current issues addressed include the following: (1) educational reform; (2) creativity; (3) underserved populations (cultural differences, gifted girls, and gifted students with disabilities); (4) accountability; and (5) equity versus excellence. Future research is urged in such areas as understanding intellectual processes, assessing educational strategies for gifted students, and information processing. A table summarizes federal policy and legislation regarding the gifted since 1958. (Contains 95 references.) (DB)

ED 372 585 EC 303 218

Resnick, Daniel P.; Goodman, Madeline
American Culture and the Gifted.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 14p.; In: Ross, Patricia O' Connell, Ed. National Excellence: A Case for Developing America's Talent. An Anthology of Readings; see EC 303 213.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Influences; Educational Change; *Educational History; Educational Needs; *Educational Philosophy; *Educational Quality; Elementary Secondary Education; Equal Education; Excellence in Education; *Gifted; Policy Formation; Public Schools; School Restructuring; *Talent

This paper, commissioned for the development of the national report, "National Excellence: A Case for Developing America's Talent," examines the relationship between American culture and efforts to educate gifted and talented students. The paper presents a historical overview of the cultural forces that have affected public policy, reviews the conflict between equality and intellect, and examines public education's attempts to educate gifted students. A lack of respect for achievement, effort, and merit in American schools and culture is noted. The ideas of de Toqueville, Locke, Binet, and Terman are cited to help explain the cultural forces influencing the education of gifted children. Three challenges for American policy makers are identified: (1) the need to make American culture supportive of efforts to develop the talents of young people; (2) the need to reform schools so that the needs of students who have "a curiosity and taste for achievement" are challenged and a less restrictive view of talent is adopted; and (3) the

ED 372 605 FL 022 286

Su, Lily I-Wen
On Cross-Cultural Communication: Why a Positive Answer Should Not Be Taken Seriously.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; Chinese; Communication Problems; Cross Cultural Training; Cultural Context; *Cultural Traits; *Culture Conflict; Foreign Countries; *Intercultural Communication; Japanese; *Language Patterns; Negative Forms (Language); *Non Western Civilization; Pronouns; Social Values; *Sociocultural Patterns; Translation
IDENTIFIERS- China; Japan; Korea; *Politeness

A discussion of cultural differences in politeness in speech focuses on differences between and among American, Japanese, Chinese, and Korean cultural patterns and the role that language can play in creating misunderstanding. It is argued that effective intercultural communication requires cultural competence. Examples are offered concerning a variety of situations: response to invitations; response to compliments; the potential imprecision of literal translation; lack of pronoun usage; ambiguity in some expressions; differential mental organization as reflected in syntax and grammar; use or non-use of the word "no"; and the need to save face. The American in an Asian culture is reminded to avoid confrontation and practice indirect speech. A brief bibliography is included. (MSE)

ED 372 606 FL 022 289

Lynch, Joanne
Transitional Bilingual Education Project. Community School District 13. Final Evaluation Report, 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Bilingual Education; *Bilingual Education Programs; Computer Assisted Instruction; Curriculum Development; Elementary Education; English (Second Language); Instructional Materials; Limited English Speaking; Native Language Instruction; Parent Participation; Program Descriptions; *Program Effectiveness; Program Evaluation; Questionnaires; Second Language Instruction; Spanish; Staff Development; *Transitional Programs
IDENTIFIERS- Content Area Teaching; New York City Board of Education

This report presents an evaluation of the Transitional Bilingual Education Project (TBEP), an Elementary and Secondary Education Act Title VII-funded project in its third year of operation at P.S. 9 and P.S. 133 in Brooklyn, New York. The project served 128 limited English proficient students, focusing on the provision of structured English and native language instruction to allow each child to achieve competence in English while facilitating progress in content areas. The project emphasized the teaching of English as a Second Language (ESL) and the use of computers. It also provided staff development and parent

A followup study looked at the language development of three children (aged 5-6 years during the present study) three years after initial observation. Initially, the children were Spanish-dominant; all had one native English-speaking parent; all were learning English easily. The followup study involved parent interviews and observations of the children interacting together and with others outside school. It focused on the children's use of Spanish and English in their daily lives and their expressed attitudes toward the languages. In the first phase of the study, the power of English was symbolized in the power of English-speaking superheroes appearing in the children's dramatic play, but English was used only in interactions related to superheroes or role-playing. Three years later, the children spoke no Spanish spontaneously with each other or their parents, were reluctant to use Spanish even when pressed to do so, and were limited in their abilities to express themselves in Spanish. It is concluded that all three children reversed their language dominance over three years, and while broad generalizations are not possible in the three cases, the children appear to actively construct their own uses of and attitudes toward the two languages from complex influences. (MSE)

ED 372 629 FL 022 322

Pedersen, E. Martin
Folklore in ESL/EFL Curriculum Materials.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Education; Curriculum Design; *English (Second Language); *Folk Culture; Foreign Countries; Humor; Instructional Materials; *Oral Language; Proverbs; Second Language Instruction; Speech Skills; *Story Telling
IDENTIFIERS- *Rhyme

It is argued that folklore can and should have a primary place in curriculum for English as a Second Language (ESL) and English as a Foreign Language (EFL). Folklore has the following advantages--it: is a form of literature in which language, arts, and culture intersect; fosters understanding and acceptance of the foreign language and culture; can be exploited at all learning levels and ages for varied purposes; integrates cognitive tasks, language skills, and learning strategies; and complements current language teaching methodology and theory. It is noted that stories, both folk tales and personal experience stories, are the original teaching materials. The text of a jump story is included. Songs helpful in language teaching include didactic, pop, and folk songs. A song-leading lesson plan is presented. Folk speech (riddles and jokes, proverbs and slang, rhymes and wordplay) activities are suggested, including exercises in collecting, sharing, and completing language forms. A split-proverb exercise is detailed. Finally, possible classroom activities using folklore for development of each language skill (listening, speaking, reading, writing) and creativity are listed. Separate bibliographies for storytelling, folk song, and folk speech are appended. (MSE)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; *College School Cooperation; Consultants; Higher Education; *Inservice Teacher Education; Practicums; Program Descriptions; School Districts; Secondary Education; *Staff Development; Teacher Education Curriculum; Teacher Education Programs

A three-year training program for bilingual/bicultural program staff development specialists is described. The program, which involves the cooperation of a higher education and six local education agencies (LEAs), seeks to train staff development specialists who can function in two languages, sensitive to the problems and advantages of limited-English-proficient (LEP) students, have strong background in bilingual and bicultural education, and are committed to quality education and social change. In particular, efforts to institutionalize the program are examined, based on eight indicators of institutionalization: active support of administrators; positive attitudes of non-bilingual education faculty; faculty support through institutional funds; bilingual faculty tenure and promotion; program continuation without federal funds; involvement of several professionals in program operations; compatibility with institutional priorities; and sufficiently high enrollment levels to sustain the program. Theoretical constructs used in the training, curriculum design and content, practicum, participant perceptions of the program, and benefits to the organizational participants are reviewed. Contains 35 references. (MSE)

ED 372 649 FL 022 350

Malave, Lilliam M.

Effective Bilingual and ESL Teachers: Characteristics and the Oral Language Proficiency Levels of Their Students.

PUB DATE- 94

NOTE- 20p.; In: Malave, Lilliam M. Ed. National Association for Bilingual Education (NABE). Annual Conference Journal, NABE '92-'93. See FL 022 341.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Gains; *Bilingual Education; *English (Second Language); Grade 1; Grade 2; Kindergarten; Language Proficiency; *Language Teachers; Primary Education; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Qualifications

A study investigated the characteristics of elementary school (kindergarten and grades 1-2) teachers of limited-English-proficient (LEP) students and the oral language proficiency of students in the classrooms of identified effective bilingual and English-as-a-Second-Language (ESL) teachers. The study involved (1) a district-wide survey of parents, teachers, and administrators to identify effective instructional characteristics of bilingual and ESL teachers and (2) measurement of the English and Spanish proficiency levels of students in relation to their participation in effective or very effective classrooms in six schools. Results indicate that while the students made statistically significant gains in two languages, there were no statistically significant gains associated with participation in very effective versus effective classrooms. Possible reasons for these findings are discussed. (Author/MSE) within tended to rely more on group and organizational efforts to achieve competencies, whereas those firms that hired talent from without relied more on individual efforts. A clear division was also found between organizations that compete by moving quickly and adjusting to new opportunities and firms that have developed a superior approach to a long-standing market. Organizations of the first type did not develop employee talent from within because it did not pay for them to do so. The case comparisons were concluded to support the argument that there may be no such thing as "best practice" for all employers and that, like product differentiation, distinctive human resource practices help firms compete. (MN)

ED 372 191 CE 066 721

Zemsky, Robert; Shapiro, Daniel
On Measuring a Mirage: Why U.S. Training Numbers Don't Add Up. EQW Working Papers WP20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Essays; High Schools; *Job Training; Longitudinal Studies; *National Surveys; Postsecondary Education; *Reliability; *Research Problems; *Statistical Analysis; Vocational Education
IDENTIFIERS- Current Population Survey; High School and Beyond (NCES); National Longitudinal Study High School Class 1972; National Longitudinal Survey of Youth; Survey of Income and Program Participation

The methodology of five national surveys designed to estimate the scale and scope of training was analyzed to identify the reasons underlying the variability and unreliability of estimates of education and training. The five surveys were as follows: May Triennial Adult Education Supplement to the Current Population Survey, National Longitudinal Survey of Youth, Survey of Income and Program Participation, National Longitudinal Survey of High School Class of 1972, and High School and Beyond. The analysis focused on the following: fundamental purpose of each survey, population sampled, goodness of fit, and survey structure/design. The analysis established that the five surveys do not measure fully what they purport to measure. It was concluded, however, that when taken collectively, they provided an invaluable insight into the nature of work-related education and training in the United States. The following are recommendations for improving the surveys' reliability and capacity for measuring the scale and scope of education and training: (1) "bundle" questions focusing on incidence of work-related education and training with questions dealing explicitly with work and the skills needed for it; (2) include matched samples of employment establishments and employees; and (3) develop more explicit questions focusing on training credentials and certificates. (Contains 16 figures/tables and 19 references.) (MN)

ED 372 192 CE 066 722

Zemsky, Robert; Oedel, Penney
Higher Education and the Changing Nature of the American Workforce--Responses, Challenges, and Opportunities. EQW Working Papers WP21.

participants. All participants were pre- and posttested using questions adapted from Hall and Prochaska (1991), Environmental Protection Agency (EPA) Home Study Course (1980), Ohio PAT program (Bohmont 1990), and information in the core package used by the program. The interview schedule developed by Bhardwaj (1989) was used to collect data that measured the intended level of cognition at which the PAT instructors planned to deliver the program. Findings indicated that the county agricultural agents who participated in the study intended to deliver the program primarily at the remembering (25 percent) and evaluation (21 percent) levels. The participants learned primarily at the remembering level. The following recommendations were made: county extension agents should become familiar with the levels of cognition; the Ohio Cooperative Extension Service should hire candidates who have knowledge of cognition; staff of the Ohio Department of Agriculture should attend workshops on developing tests for higher cognitive levels; and the EPA should include cognitive levels in the PAT program. (Contains 21 references.) (YLB)

ED 372 210 CE 066 806

The Jobseeker. A Journey into the World of Work.
PUB DATE- Jan 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Career Education; *Career Exploration; Decision Making; Employer Employee Relationship; *Employment Interviews; Guides; Instructional Materials; Job Application; *Job Search Methods; *Job Skills; Secondary Education; Vocational Interests

This guide helps readers identify the skills they have and need to make a successful journey into the world of work--finding a job and choosing a career. It is designed to stimulate thinking about the best career choices, present some career training ideas, and explain the steps involved in finding a job. Section I explains the skills that employers demand and gives the reader some exercises to identify and sharpen existing skills and develop new ones. It includes some thoughts on feeling good about oneself and the skill of self-confidence. Section II shows what school subjects are important for different careers, helps readers explore their own interests with some exercises, lists the different job categories that exist, explains what resources are available for further career research, and describes some training options to explore careers. Section III presents some helpful hints on employment applications, resumes, and cover letters. Section IV provides ideas on where to look for jobs and some hints on how to make a favorable impression during an interview. Through the use of exercises, section V shows the reader the qualities needed to keep a job and gives some information on employees' and employers' responsibilities in the workplace. Appendixes include a list of New York State Labor Department community service centers and local offices, apprenticeable occupations, New York Labor Department Apprenticeship Offices, permitted working hours for minors, directory of ACCESS agencies and consortia. Contains 16 references. (YLB)

ED 372 211 CE 066 807

Suggestions for Career Exploration and Jobseeking. BLMI Report discusses the characteristics and processes of adult learning and the principles of participatory training. Outlined in chapter 2 are the emergence of the ATM; its stages (preparatory phase, guided practicum, and workshop); and its characteristic features. Chapter 3 explains how to prepare for the first ATM workshop (conducting a training needs assessment, forming facilitator teams, preparing project descriptions, recruiting participants, briefing institutions and participants, and administering the program). The roles of coordinators, facilitators, participants, and support staff in the ATM are detailed in chapter 4. Presented in chapters 5-10 are the following: guidelines for organizing an initial ATM workshop, conducting training, guiding activities between workshops, preparing for and conducting a second workshop, and staying in touch after training cycles. Contains 27 references. Appended are sample application forms, project descriptions, and summative workshop evaluations. (MN)

ED 372 228 CE 066 836

Sweet, Pauline
Surveying the Structures for Interagency Work in Education, Training & Guidance for Offenders and Ex-Offenders in the Yorkshire & Humberside Region.
PUB DATE- 93
NOTE- 94p.; Funded by the National Development Unit of Bridgebuilders, the national association for those concerned with the promotion and provision of training in the community for offenders and ex-offenders.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agency Cooperation; *Correctional Education; Correctional Rehabilitation; *Counselor Attitudes; *Educational Attitudes; Educational Needs; Educational Policy; *Educational Practices; Foreign Countries; Partnerships in Education; *Rehabilitation Programs; *Teacher Attitudes
IDENTIFIERS- England (Humberside); England (Yorkshire)

A study examined the current policies, practices, and perceived unmet needs of selected organizations involved in employment, training, and education (ETE) for offenders and exoffenders in the Yorkshire and Humberside region of the United Kingdom. Representatives of 63 of the more than 100 probation services, further education (FE) colleges, careers services, training and enterprise councils (TECs), local education authorities (LEAs), and prisons and prison education departments contacted completed written questionnaires and/or participated in oral interviews. More than 20 ETE projects/programs targeting offenders and exoffenders were identified. The TECs, LEAs, FE colleges, and career services all had different internal arrangements regarding responsibility for working with offenders. Levels of interagency contact ranged from none to active working relationships, and those organizations that were in partnerships with and/or cooperating with probation services reported very different experiences. Quality and quantity of staff development varied widely. Policymakers and practitioners had widely differing opinions regarding needs, appropriate strategies, and monitoring and evaluation procedures. Education and training was generally much more accessible to incarcerated offenders than to offenders receiving community sentences. (Appended are views on volunteerism/compulsion for ETE, information on the nature/scope of educational guidance, and a glossary. Contains 56 references.) (MN) organization of the regional system of VT, management of the regional system of VT, the corporate system of VT, and managerial and entrepreneurial training. The conclusion discusses the importance of giving consideration to the increasingly fluid system of new professions and the resultant opportunity to work toward closer adjustment of levels of vocational and academic qualifications. Appended are a list of abbreviations, 38 references, and glossary. (MN)

ED 372 247   CE 066 859

Mithaug, Dennis E.
Equity and Excellence in School-to-Work Transitions of Special Populations.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Disabilities; Educational Quality; *Education Work Relationship; *Equal Education; *Evaluation Criteria; *Excellence in Education; Postsecondary Education; Program Evaluation; Secondary Education; Special Needs Students; Transitional Programs; *Vocational Education

Two problems confront the school-to-work (STW) transition initiative: the quality of STW transitions and the equity with which those experiences are distributed among different student groups, including those with disabilities. In the past, the goals of equity and quality seemed to conflict. Many persons advocating increases in quality appeared to be unconcerned with equity and vice versa. The following criteria for developing STW transitions in which equity and excellence coexist have been identified: (1) access to all; (2) individualization; (3) generic problem-solving; (4) community settings; and (5) guaranteed benefits (recognized and accepted credentials authorizing entry into career opportunities or postsecondary education programs; placement or acceptance in postsecondary vocational and educational programs; placement in competitive or supported employment; and participation in continuing and adult education, adult services, and independent living in community settings). Studies have confirmed the positive effects that participation in vocational education and work experience programs have on the employment outcomes of secondary school students in special education. The identified criteria for developing/evaluating STW programs for students with disabilities can be used to design equitable STW programs emphasizing community-based training and experience. (Contains 15 references.) (MN)

ED 372 248   CE 066 861

Dean, Gary J.
Designing Instruction for Adult Learners. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Proposed Legislation: Reemployment Act of 1994. Message from the President of the United States Transmitting a Draft of Proposed Legislation Entitled, "Reemployment Act of 1994." 103d Congress, 2d Session.
PUB DATE- 94
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dislocated Workers; Economic Development; *Educational Needs; *Employment Programs; *Federal Legislation; *Federal Programs; *Job Training; Labor Market; Postsecondary Education; *Program Improvement; Retraining; Secondary Education
IDENTIFIERS- Congress 103rd; Proposed Legislation

This document contains the text and a section-by-section analysis of the proposed Reemployment Act of 1994, along with President Clinton's message in transmitting the act to Congress. The document reports that job seekers today have a difficult time getting information about jobs and training. The underlying problem is the lack of a coherent employment and training system. The document proposes a true system of lifelong learning, the proposed legislation being a first step in building such a system. The act reflects six key principles: (1) universal access and program consolidation; (2) high-quality reemployment services; (3) high-quality labor market information; (4) one-stop service; (5) effective retraining for dislocated workers; and (6) accountability. The text of the proposed legislation includes a short title, table of contents, findings and purpose, authorizations of appropriations, definitions, and various titles to address the major provisions outlined by the President. (KC)

ED 372 268 CE 066 892

Veterans' Education and Training Act of 1994. Report Including Cost Estimate of the Congressional Budget Office. To Accompany H.R. 4768. House of Representatives, 103d Congress, 2d Session.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; *Federal Legislation; *Federal Regulation; Postsecondary Education; Training Allowances; *Veterans Education
IDENTIFIERS- Congress 103rd; Proposed Legislation

This document contains the text of the Veterans' Education and Training Act of 1994, as amended and reported out of the Committee on Veterans' Affairs with a recommendation for passage. As reported out of committee, the major provisions of the bill are the following: (1) make permanent a flight training program previously established; (2) include facilities on Indian reservations for training; (3) authorize a 2-year pilot program for state-approved, alternative teacher certification programs; (4) clarify that a veteran may enroll in a course approved by the Secretary of Defense offered at an approved institution outside the United States; (5) set requirements for correspondence courses; (6) extend the expiration date of the Veterans' Advisory Committee on Education to the year 2003; (7) increase the maximum amount made available to State Approving Agencies from $12 million to $13 million; (8) increase the level of funding available for veterans' educational and vocational counseling services provided by contract from $5 million to $6 million; (9) require

Education; *Manufacturing Industry; Material Development; *Program Development; Program Implementation
IDENTIFIERS- *Functional Context Education; *Workplace Literacy

CertainTeed's Precision Strike training program was designed to close the gaps between the current status of its workplace and where that work force needed to be to compete successfully in global markets. Precision Strike included Skills and Knowledge in Lifelong Learning (SKILL) customized, computerized lessons in basic skills, one-on-one tutoring, and workbooks but was enhanced by special classes and functional context workbooks customized for each participant's job. The project developed criterion-referenced assessment tools, provided over 720 instructional hours, developed performance measures, and compared performance measures for an experimental and comparison group. Data analysis revealed clear-cut learning gains on functional context pre- and posttests and on the Cloze test. A Precision Strike guidebook for manufacturing workplace literacy practitioners is attached. It is organized around training tasks that provide an approach and framework for developing functional context workplace literacy programs in manufacturing settings. The tasks are organized into groundwork, curriculum, implementation, and evaluation. Each task is followed by a series of steps to be accomplished. Illustrative material is provided directly from CertainTeed's experiences. Appendixes include information on workplace literacy tools (Nominal Group Technique, Cloze procedure, Test of Adult Basic Education, Tests of Applied Literacy Skills, and CertainTeed instruments) and CertainTeed examples. (YLB)

ED 372 286 CE 066 917

Young, Carol D.
Assessment of Workplace Literacy. Asking New Questions. Project REACH.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Mar 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Evaluation Methods; *Literacy Education; Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Workplace Literacy

This guide raises and discusses questions to guide workplace literacy. The historic context for this handbook is the progress of Project REACH from its inception in 1986 to the present. An introduction considers how an workplace literacy. An introduction considers how an organization's history affects program decisions. Chapter 1 looks at definitions of literacy, examines current approaches to assessment in education and training, and considers how assessment methods in organizations differ from those in school and the implications for practice. Chapter 2 outlines the steps to conducting an organizational assessment: decide if the approach is appropriate to the situation; get stakeholders on board and committed; conducting observations, interviews, focus groups, and document analysis; and reporting assessment results to stakeholders and developing a plan. Chapter 3 outlines the strongest themes that emerged from observations and interviews in the National Institute for Literacy Survey. It focuses on motivational factors: the joy, Programs; Adult Students; *Discussion Groups; High Interest Low Vocabulary Books; *Library Extension; Literacy Education; Literature Appreciation; Outcomes of Education; *Program Effectiveness; Program Evaluation; Program Improvement; Tutors

"A Feel for Books" is a book discussion program for adult developing readers and their teachers and tutors conducted at the Martin Luther King, Jr., Memorial Library in Washington, D.C. The program consists of five or six meetings per year, each about 1.5-2 hours in length conducted at 2 local libraries; over 2 years, 40-60 persons regularly attended each meeting. An evaluation was conducted with 10 students who participated in 2 interviews and 3 book discussion sessions and documented their daily and weekly literacy behavior and feelings in a journal, and with 6 teachers/tutors who were asked to document any changes of performance or attitude they observed in their one or two learners during weekly instruction as well as to attend the 3 sessions and participate in the 2 interviews. Analysis of the testimony given by students and teachers or tutors showed that the program has greatly affected those who attended on a regular basis for 2 years. All 10 students evidenced degrees of positive change concerning their literacy and learning understanding, feeling, and behaviors. In addition, participation in the program affected the understanding of literacy instruction of the six teachers/tutors more than their knowledge of the act and process of reading, and they gained more knowledge of their students' progress and their need to focus on recognizing that progress. The study concluded that "A Feel for Books" has provided many adult developing readers and their teachers/tutors with an approach to appreciation for literature, discussion, and the democratic exchange of ideas. The study recommended that other libraries consider sponsoring such a program and that they assess the results and make changes for program improvement based on such assessment. (Sample teacher/tutor's logs, student logs, and evaluation sheets are provided.) (KC)

ED 372 304 CE 067 003

Romero, Carol J.
JTPA Programs and Adult Women on Welfare: Using Training To Raise AFDC Recipients above Poverty. Research Report No. 93-01.
PUB DATE- Jun 94
NOTE- 125p.; For a related document, see CE 066 684.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demonstration Programs; Educational Legislation; *Employment Programs; Federal Legislation; Federal Programs; *Females; *Job Training; *Poverty Programs; *Program Effectiveness; Tables (Data); *Welfare Recipients
IDENTIFIERS- *Job Training Partnership Act 1982 Title IIA

A study examined the effectiveness of programs funded under Title II-A of the Job Training Partnership Act (JTPA) in raising female recipients of Aid to Families with Dependent Children (AFDC) above poverty. Data about the employment/earnings outcomes of nearly 6,500 women from 150 JTPA service delivery areas in 11 states who participated in a JTPA program during program year 1986 were analyzed statistically. The JTPA system resulted in job placements for three-fourths of those AFDC/JTPA participants who had not worked for at least 1 year before enrolling in JTPA programs. Both job placement and occupational classroom training (OCT) were generally effective for AFDC/JTPA participants; however, younger African-American participants

Resolution; Language Processing; Primary Education; Problem Children; *Problem Solving; Verbal Ability; *Verbal Communication; Young Children
IDENTIFIERS- Peabody Picture Vocabulary Test (Revised); Preschool Interpersonal Problem Solving Test

As increasingly younger children exhibit spiraling social behavior problems, researchers are focusing on the role of family dynamics in these problems. For this study, investigators explored the relationship between problem-solving skills and verbal comprehension in children from distressed families. Twenty-nine children, ages 4 to 8, completed the Preschool Interpersonal Problem Solving (PIPS) Test, the Peabody Picture Vocabulary Test--Revised (PPVT-R), and provided solutions to a contrived problem. Results indicate that children from homes with distressed and abusive parents, exhibit a strong, positive relationship between verbal comprehension and the ability to generate solutions to interpersonal problems. However, verbal comprehension did not affect either the quality of children's responses or their actual behavioral choices in a real-life problem situation. It seems that verbal comprehension is related to children's ability to verbally generate solutions to interpersonal problems, but verbal comprehension does not appear to mediate the quality of their solutions. Furthermore, when challenged with a peer problem involving a desired object, older and younger children are equally likely to choose an aggressive solution. These findings suggest that intervention strategies for behavior problems in elementary-school-age children should first consider building their verbal comprehension. (RJM)

ED 372 324 CG 025 617

Grider, Clint
Foundations of Cognitive Theory: A Concise Review.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Psychology; *Epistemology; Hermeneutics; Learning; Piagetian Theory
IDENTIFIERS- Chomsky (Noam); *Cognitive Models; Cognitive Research; Gestalt Psychology; Lewin (Kurt); Piaget (Jean)

Cognitive-learning theories hold a unique place in history: they explore the depths of the mind from the perspective of process. This paper discusses the history of cognitive-learning theories and how they grew to shape the way one perceives, organizes, stores, and retrieves information. The paper, after providing a definition and synopsis of cognitive theory and its basic concepts, turns to the theories' philosophical foundations, beginning with Plato. The psychological foundations of the functions of the mind, and the pioneering efforts of the structuralists and Wilhelm Wundt are discussed. As psychology matured, practitioners like William James and John Dewey rejected structuralism, believing it to be too narrow to understand the mind. The mind's mechanisms then underwent numerous, pivotal shifts in interpretation moving from the Gestalt viewpoint and its variations, like those introduced by Edward Tolman, to the role of motivation in learning as expounded by Kurt Lewin, to Frederic C. Bartlett's concept of schemata, to Jean Piaget's explications of cognitive growth and development, and finally, to the refinement of Piaget's theory by Jerome S. Bruner. The paper concludes with a brief description of the contributions made by other disciplines to

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Client Relationship; Counselors; *Counselor Training; *Interpersonal Competence; Models; *Supervision; *Supervisors; *Supervisory Methods
IDENTIFIERS- ERIC Digests; *Interpersonal Process Recall

This digest focuses on Information Process Recall (IPR), a supervision strategy developed to increase counselor awareness of covert thoughts and feelings and to deepen the therapeutic relationship between the counselor and the client. Steps in conducting IPR are given as a guideline for conducting IPR recall sessions using audio or video tapes. To aid supervisors, a number of questions are suggested. These questions are worded to enhance the supervisees' awareness of their blind spots at their own level of readiness and capability. The digest concludes that IPR provides supervisees with a safe place to examine internal reactions through reexperiencing the counselor-client Contains 6 references. (NB)

ED 372 343 CG 025 745

Dye, Allan
The Supervisory Relationship. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Qualifications; Counselors; *Counselor Training; *Developmental Stages; *Interpersonal Relationship; *Supervision; *Supervisors
IDENTIFIERS- ERIC Digests

This digest reviews perspectives on the supervisory relationship from the recent supervision literature. It examines the relative importance of the relationship within the total supervision process; variables which influence the relationship; and how the relationship differs when working with experienced versus inexperienced counselors. The supervisory relationship is influenced by personal characteristics, some static and others dynamic in nature. Among static factors are: gender and sex role attitudes; and supervisor's style, age, and race. Dynamic sources include stages of the relationship and relationship dynamics such as power and intimacy. Two other sources of dynamic influence on the supervisory relationship are mentioned: (1) ambiguity, or uncertainty about supervisory expectations and methods of evaluation; and (2) role conflict, or expectations associated with the role of student in contrast with the role of counselor and colleague. The digest concludes with a list of five final notes on the supervisory relationship. Contains 9 references. (NB)

ED 372 344 CG 025 746

Bradley, Loretta J.; Gould, L. J.
Supervisee Resistance. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English

think they spent too much time reading in school; (2) attitudes toward written teacher feedback and writing about books improved; and (3) found reading and discussions to be important aspects of a language arts program and would follow the existing language arts instruction process fairly closely with some modifications. Time and small sample limitations make the results ungeneralizable. However, the variety of responses and student attitudes shows that teachers will need to incorporate diversity into language arts programs to meet the needs of students with differing interests. (Contains 33 references and 6 figures of data. Appendixes present daily schedules, rules for reading, results of a demographic survey, the attitude survey, interview questions, a reading survey, the schedule of mini-lessons, student introductory letters and samples, and a comparison of the two groups.) (RS)

ED 372 365 CS 011 785

Nagan, Carole
Immersion in Literacy.
PUB DATE- 8 Jun 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; *Classroom Environment; Cross Age Teaching; Grade 1; Home Programs; Instructional Effectiveness; Primary Education; Program Descriptions; Reading Aloud to Others; *Reading Attitudes; Reading Improvement; Reading Research
IDENTIFIERS- Shared Reading

A study examined the effectiveness of an immersion-in-literacy program in a first-grade classroom. Six of the 22 students (all six were boys) indicated on a reading attitude survey that they did not like to read books. The classroom teacher set up her classroom so that it fostered literacy development. Some of the experiences and activities she used included reading aloud to the students, shared reading, a home reading project, and cross-age reading. Students completed two more reading attitude surveys. By the end of the school year, all students felt that they were readers and that they enjoyed reading. Findings suggest that the classroom environment and the experiences the children had with literacy played an important role in this change in attitude. (Contains 12 references. The three reading surveys are attached.) (RS)

ED 372 366 CS 011 786

Price, Janet; Schwabacher, Sara
The Multiple Forms of Evidence Study: Assessing Reading through Student Work Samples, Teacher Observations, and Tests. NCREST Reprint Series.
SPONS. AGENCY- New York City Public Schools, Brooklyn, N.Y.
PUB DATE- May 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Elementary Education; *Evaluation Methods; Pilot Projects; Public Schools; Readability; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; *Test Use
IDENTIFIERS- *Alternative Assessment; Degrees of Reading Power

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Diachronic Linguistics; Futures (of Society); Grammar; Higher Education; High Schools; *Language Attitudes; *Preservice Teacher Education; Student Attitudes; *Writing Instruction
IDENTIFIERS- Educational Issues; Gonzaga University WA; *Language Minorities

The college instructor preparing students for a career in high school teaching should incorporate into his or her course a unit on linguistic diversity. It is part of the instructor's responsibility to provide some training that prepares teachers for the wide diversity of dialects they will encounter in teaching students from places like the Philippines, Mexico, Haiti, Vietnam, Eastern Europe, and China. At least three features of language might be incorporated into a writing course (such as the one now being given at Gonzaga University) designed for pre-service high school teachers from a variety of disciplines. First, instructors might focus on how language changes. Few students have heard the differences in the sounds of the English language throughout history; excerpts from Robin McNeil's "The Story of English" provide illuminating examples. Second, instructors might explain that language is by nature varied; that is, there are standard and nonstandard varieties of language. Third, instructors might focus on grammar and usage, with the aim of encouraging linguistic tolerance. Students should understand the difference between grammar and usage, the latter being in Erika Lindemann's terms, "Linguistic etiquette...socially sanctioned styles of language appropriate to given situations and audiences." Many students furthermore are unaware that the notion of standard usage is a relatively recent phenomenon, having developed only in the 18th century. The documentary "American Tongues" shows the various attitudes toward the different American dialects and accents and is effective in this course. (TB)

ED 372 386 CS 214 409

Iorio, Sharon Hartin
Can We Talk? Focus Groups and Scholastic Journalism: A Research Analysis.
SPONS. AGENCY- Wichita Public Schools, Kans.
PUB DATE- Aug 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Audience Analysis; High Schools; High School Students; Literature Reviews; *Public Schools; *Research Methodology; *Student Publications
IDENTIFIERS- *Focus Groups Approach; *Journalism Research; Scholastic Journalism

This paper explores the feasibility of using focus groups to assess how scholastic publications can better meet high school student bodies' readership wishes and requirements. The paper relates high school journalism to implications of a bibliographic summary of focus group research and explication of one focus group research project dealing with communication and in-house publications in a public school setting. The paper suggests that the focus group method can be a useful tool for scholastic publications staffs and high school student populations; notes special circumstances inherent in writer, asked fewer questions and made fewer revision suggestions than before. Findings suggest that peer response groups are characterized by tremendous variation, and that intensive training may be needed to make peer response successful. (Includes six tables of data. The rubric for coding idea units is attached. Contains 19 references.) (RS)

ED 372 405 CS 214 433

Ryan, Michael; Martinson, David L.
Some Hiring Practices in Schools and Departments of Journalism.
PUB DATE- Aug 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Employment Practices; *Faculty Recruitment; Higher Education; *Journalism Education; *Mass Media; National Surveys; *Personnel Selection
IDENTIFIERS- *Faculty Attitudes; Teacher Surveys

A national survey of 102 faculty members (reflecting a return rate of 56%) in schools and departments of journalism and mass communication focused on several problems in hiring new personnel. An equal number of respondents agreed and disagreed that journalism and mass communication is well-served by hiring practices prevalent in the field. Results suggest six major areas of concern: advertising the job, providing adequate information, treating candidates honestly, conducting campus interviews, avoiding problems in searches, and dealing with discrimination. Findings suggest that units can damage their ability to hire considerably when they fail to treat candidates appropriately. (Contains five notes and two tables of data.) (Author/RS)

ED 372 406 CS 214 434

Cherry, Mary Jane
Gilligan's "Different Voice" Theory: A Just Cause for Composition Inquiry or Just Another Conceptual Bandwagon?
PUB DATE- Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; Ethics; Ethnicity; Females; *Feminism; Higher Education; Moral Development; *Sex Differences; *Sex Role; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Gilligan (Carol); *Voice (Rhetoric)

Composition instructors and their women students stand to lose a great deal should they not continue to explore the "different voice" that women have despite influences of the dominant culture. Carol Gilligan has recently been taken to task by any number of feminist scholars for what they understand to be her tendency to essentialize the differences between the genders at the expense of the role that culture plays in defining gender. But these scholars misunderstand Gilligan's purpose and

*Teacher Role; Undergraduate Students
IDENTIFIERS- Burke (Kenneth); *Dramatism; *Student Empowerment; University of Wisconsin Oshkosh

Kenneth Burke's Dramatism, as a "meta-perspective," encourages a liberating awareness of the shortcomings of all rhetorics by upholding a "comic frame" that exhorts commitment without dogmatism, tolerance without uncritical relativism. Teachers of rhetoric can use a liberating comic frame that acknowledges the recalcitrance of the "real world," since it mediates between uncritical dogmatism and uncritical relativism. However, Dramatism can be oppressive if it is conceived of in terms of the "insight" it offers. In those terms, Dramatism is like a bank surveillance camera that "watches" and "points out" the oppressive transaction but is ill-suited to act to do something about it. An instructor worked with students at the University of Wisconsin, Oshkosh, on ways of transforming the "bank" into a democratic space. Students set up a "grassroots" discussion group, which evolved into an alternative campus newspaper dedicated to the promotion of a democratic voice for the expression of alternative and historically marginalized voices. (Contains 17 references.) (RS)

ED 372 426 CS 508 620

Byerly, Steven L.
Generating Greater Learning Gains through Dramatization in the Classroom.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classroom Research; Communication Research; Comparative Analysis; *Dramatics; *English Instruction; High Schools; High School Students; Instructional Effectiveness; *Learning Strategies; Literary Criticism; *Secondary School Curriculum; Writing Research
IDENTIFIERS- California (South); Response to Literature

A study examined whether dramatization exercises generated more interpretive and evaluative thought among students regarding theme and characterization within a short story than traditional methods of answering questions or writing an essay regarding the story. Subjects, 35 junior English students at a suburban southern California high school, were ranked according to grade point average, reading level, and the assessment of their academic abilities by their English instructor. Subjects were placed into three groups in a randomized block distribution. During one 61-minute class period, the three groups followed along in their textbooks as an oral reading of "Another April" by Jesse Stuart was played on a tape recorder. One group spent 20 minutes answering questions from their textbook, another group rehearsed and performed a 90-second two-character script depicting the climax of the same story in randomly assigned pairs, and the third group individually composed compare-contrast essays. During the final 20 minutes of the class period the students composed a written response to a writing prompt asking them to discuss the principal character's actions in a proposed situation unrelated to the story. Results indicated that the dramatization instructional methodology yielded no significantly superior results compared with the two more traditional written analysis techniques, yet the highest mean score was obtained by high achieving students engaged in the dramatization method of story analysis. Results also indicated that high achievers benefited more than low

PUB DATE- Jul 94
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication Research; *Critical Theory; Cultural Context; Higher Education; Language Role; Literature Reviews; *Metaphors; *Organizational Communication; Research Methodology
IDENTIFIERS- Discourse Communities; Organizational Culture; Research Suggestions

While the debate over the role of metaphor in language, thought, and meaning is not new, in the past decade there has been a move among organizational scholars to use metaphors in critical research. This paper presents a review of one area of the existing literature on metaphor--that dealing primarily with the nonliteral view of metaphors within the organization. The paper also develops a discussion and critique of the use of metaphor in critical theory, pointing out that critical research looks for systems of power and domination in the organization and that reality is socially constructed. Lastly, the paper provides suggestions as to how the organizational researcher can use critical theory without succumbing to the pitfalls discussed and considers some of the potential rewards of critical research. Among the recommendations put forth in the paper are: (1) before engaging in critical research, the researcher should be aware of the implications of his/her position on meaning and reality; (2) the researcher must consider the desires of the group he/she considers to be oppressed; (3) the researcher should attempt to gain some understanding of the social reality of the individuals under study; and (4) the researcher should always be aware that his/her work may be ignored or rejected. Contains 35 references. (NKA)

ED 372 446 CS 508 645

Junker, Kirk
Goethe's Phenomenological Optics: The Point Where Language Ends and Experience Begins in Science.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Air Pollution; Case Studies; Higher Education; Intellectual Disciplines; Language Role; *Optics; *Phenomenology; Realism; *Rhetoric; Science History; *Scientific Methodology
IDENTIFIERS- *Goethe (Johann Wolfgang von); Historical Background; Pennsylvania

This paper explores whether phenomenology, in general, and the case of Johann Wolfgang von Goethe's phenomenological optics in particular, provides a case and a location for "minimal realism," located between the extreme positions of absolute scientific realists and "radical rhetoricians." The paper begins with a description of the multi-definitional terms "rhetoric" and "science." The paper employs the variety of

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Objectives; Faculty Development; Inservice Education; *Instructional Improvement; Models; *Professional Development; *Program Development; *Staff Development; *Teacher Effectiveness

Many educators and policymakers find that deciding on the right staff-development program has become increasingly difficult. This brief, three-part monograph organizes staff-development objectives, models, and program-design features into an understandable, comprehensive framework. Part 1 advises readers on how to weigh a program's objectives. Eight main types of objectives are described--five teacher-centered objectives, a student-centered objective, a curriculum-centered objective, and a school-centered objective. The second part features six major models of staff development. Each model represents a different strategy for accomplishing one or more of the objectives identified in part 1. The models are summarized, their features noted, and the objectives for which they are best suited listed. The primary roles assumed by staff developers vary from model to model. The roles that correspond to the six models are: (1) expert presenter; (2) clinical supervisor; (3) trainer; (4) action-research facilitator; (5) organization-development specialist; and (6) change agent. Specific program characteristics that influence the effectiveness of various staff-development objectives are the focus of part 3. Nineteen features are grouped into three categories: objectives, delivery system, and administration. Pertinent questions and comments designed to facilitate program planning are included in each feature description. Two tables are included. (Contains 71 references.) (LMI)

ED 372 465 EA 025 936

Jones, Thomas H.
Beyond Vouchers: Promoting Efficiency in Education.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; Educational Economics; *Educational Finance; *Educational Vouchers; *Efficiency; Elementary Secondary Education; *Free Enterprise System; *Privatization; Productivity; *School Choice

In the past two decades choice has become a major policy proposal for promoting efficiency in schooling. This paper argues that it would be both efficient and feasible to remove government from its present roles in school finance and pupil assignment. The first part examines the revenue side of school finance and identifies four types of efficiency--technical, price, exchange, and allocative (McMahon, 1982). A conclusion is that educational vouchers fall short of meeting these types of efficiency, partly because they rely on government finance. An alternative system of school choice that relies on private finance is proposed: each family contracts with a school to provide education in exchange for a share of the student's income earned over her or his lifetime or other extended time period. This acts as a tuition deferment and gives investors in students' education an equity stake in students' future earning

IDENTIFIERS- *National Education Commission on Time and Learning

The National Education Commission on Time and Learning (NECT&L) is authorized by Public Law 102-62, the Education Council Act of 1991. The Commission is holding a series of hearings across the United States to examine the quality and adequacy of study and learning time of elementary and secondary students. This paper summarizes the evening portion of the second public hearing which focused on the impact of the Murfreesboro Extended School Program on the community. Four panel discussions were conducted, each with question-and-answer sessions. Participants in the first panel discussion included: (1) Jerry Benefield, President and CEO, Nissan Motor Manufacturing Corporation; (2) Joel Jobe, Managing Partner, Jobe, Turley, and Associates, Murfreesboro, Tennessee; and (3) Ralph Vaughn, Executive Director, Rutherford/Murfreesboro Chamber of Commerce. The second panel discussion featured: (1) Beth Callaway, League of Women Voters; (2) Beth Atkins, Extension Agent, Urban 4-H, University of Tennessee Agricultural Extension Service; and (3) Monica Lewis, Director, Extended School, Bedford County Board of Education, Bedford County. Discussants in the third panel discussion included: (1) Jane Williams, Director, Professional Laboratory Experiences, Middle Tennessee State University; (2) Sue Bordine, Assistant Principal, Mitchell-Neilson Elementary School; and (3) Wendy Day Rowell, Extended School Program (ESP) Parent, Mitchell-Neilson Elementary Schools. Becci Bookner, Director, Extended School Program and Community Education, was the featured fourth-panel speaker. (LMI)

ED 372 485 EA 025 965

Hearings of the National Education Commission on Time and Learning Summary (Albuquerque, New Mexico, January 14-15, 1993).
PUB DATE- Jan 93
NOTE- 21p.; For a briefing paper, related hearings, and research findings, see EA 025 962-971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Extended School Day; *Extended School Year; Hearings; Nontraditional Education; Professional Development; School Restructuring; *School Schedules; *Time Factors (Learning); Time Management; *Year Round Schools
IDENTIFIERS- *National Education Commission on Time and Learning

The National Education Commission on Time and Learning (NECT&L) is an independent advisory body authorized by Congress through Public Law 102-62, the Education Council Act of 1991. The commission is undertaking a comprehensive review of the relationship between time and learning in elementary and secondary education, including international comparisons, the use of time in and out of the school, the use of facilities, year-round professional opportunities for teachers, and estimated costs of adopting longer school days and years. Albuquerque Public Schools (APS) adopted year-round education in 1986. Teachers and students in three evaluation cycles have reported improved learning and higher teacher morale. However, "protracted and bitter community opposition" has arisen, particularly among more affluent residents. This paper summarizes proceedings of a hearing where testimonies were offered by various individuals, with a focus on time, learning, and systemic change. The second day of the hearing focused on student learning and motivation, professional development, educational technology, and the needs of English-as-a-Second-

ED 372 507 EA 026 002

Negligent Hiring and Retention. School Management Advisor, Issue 27.
PUB DATE- 93
NOTE- 6p.; For related publications, see EA 025 997-EA 026 003.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Elementary Secondary Education; Legal Problems; *Legal Responsibility; *Personnel Policy; Personnel Selection; *School Personnel; *State Legislation; *Teacher Background; *Teacher Selection
IDENTIFIERS- *North Carolina

This document examines legal issues in the negligent hiring and retention of North Carolina Department of Public Instruction school employees. There are no statutes that relate specifically to negligent hiring or retention; it is a judicially created area of law. This document centers around employees who cause injury to school children, but the ideas also apply to employees who injure adult staff or visitors. School administrators must report certain conduct to the state. Much of this conduct may also result in a negligent hiring or retention claim. Therefore, school officials must carefully investigate job applicants and pursue revocation in the cases of misconduct. A question-and-answer section highlights areas of concern to school officials. The appendix outlines North Carolina State laws relating to criminal record checks of school personnel. (LMI)

ED 372 508 EA 026 003

Certificate Suspension and Revocation. School Management Advisor, Issue 28.
PUB DATE- 93
NOTE- 7p.; For related publications, see EA 025 997-EA 026 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board of Education Role; Elementary Secondary Education; *Personnel Policy; State Legislation; Suspension; *Teacher Certification; *Teacher Discipline; *Teacher Dismissal; Teacher Rights
IDENTIFIERS- *North Carolina

This document describes the legal requirements for certificate suspension and revocation of North Carolina public-school teachers. Associated with its ability to administer teacher certification in the state, the State Board of Education also has the authority to suspend or revoke certificates. A question-and-answer section addresses issues of concern to school officials involved in the process. The appendix contains state laws relating to certificate suspension and revocation, specifically: the powers and duties of the Board generally; removal for cause; the duties of the superintendent, principal, and teachers, and penalties for making false reports or records. (LMI)

(8) "Independent Living Services and Programs: Integration into the Community" (Helen K. Bosch); (9) "Technology: The Personal Computer as a Resource Tool" (Victor H. Margolis and Craig A. Michaels); and (10) "Full Integration and Participation: A Look to the Future" (Craig A. Michaels). Individual papers contain extensive references. (DB)

ED 372 527 EC 303 159

Stewart, Larry G.; And Others
The Psychological Assessment of Traditionally Underserved and Unserved Individuals with Deafness: An Annotated Bibliography of Research and Practice.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 93
NOTE- 32p.; For a related report, see EC 303 160.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Clinical Psychology; *Deafness; *Emotional Problems; *Mental Disorders; Multiple Disabilities; Personality Assessment; *Psychological Evaluation; Psychological Services; *Psychological Testing
IDENTIFIERS- *Traditionally Underserved Persons

This annotated bibliography addresses issues in the psychological assessment of traditionally underserved persons who are deaf. The bibliography was developed by means of an extensive search of research databases and a review of conference proceedings. References are presented alphabetically by author within each major section and include bibliographic information and substantial abstracts. Part I contains 27 abstracts of journal articles, books, monographs and chapters from edited works. These publications, spanning 35 years, address various aspects of the psychological evaluation of traditionally underserved (i.e., low functioning) persons who are deaf. Part II summarizes 38 additional journal articles, book chapters, and other sources of information on a variety of background factors relevant to the psychological assessment of traditionally underserved individuals with deafness. (DB)

ED 372 528 EC 303 160

Long, Greg; Clark, David Anthony
Defining Traditionally Underserved Persons Who Are Deaf. NIU-RTC Research Brief.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Classification; Clinical Diagnosis; Communication Skills; *Deafness; *Definitions; Disadvantaged; Educational Needs; Independent Living; *Individual Characteristics; Interpersonal Competence; Job Skills; Language Impairments; Low Achievement; Multiple Disabilities; *Rating Scales
IDENTIFIERS- *Traditionally Underserved Persons

This paper addresses issues in the definition of traditionally underserved persons who are deaf. It notes that these people have traditionally been labeled as low functioning, low achieving, multiply handicapped, minimal language skilled, and

Education Teachers; *Student Attitudes; *Student Teachers; Student Teacher Supervisors; *Student Teaching
IDENTIFIERS- Illinois

This study collected data from a total of 50 special education student teachers from 14 Illinois universities. Approximately half the students had not yet completed their student teaching experience and the remainder had completed the experience. Findings indicated that the most important aspects of a successful student teaching experience are: (1) having good communication channels with the cooperative teacher; (2) being able to be flexible; (3) understanding the expectations of the entire experience; and (4) having clear communication with the supervising higher education faculty member. There were no significant differences in attitudes between students who had completed the student teaching experience and those who had not. Tables cited in the paper appear at the end of the report (before References). Appendixes include the survey form and details of the statistical analysis performed. Appendix A contains some colored paper. (DB)

ED 372 547　　EC 303 179

Weiner, Linda E.
Increasing Frequency and Appropriateness of High School Teachers' Referrals for Speech Language Support Services by Implementing a Public Relations Campaign.
PUB DATE- 16 Mar 94
NOTE- 63p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Communication Disorders; *Disability Identification; High Schools; Inservice Teacher Education; *Language Impairments; Public Relations; *Referral; Secondary School Teachers; *Speech Impairments; *Speech Language Pathology; Speech Therapy
IDENTIFIERS- *Teacher Collaboration

This practicum addressed the problem of high school students with speech and language impairments not receiving available support services because of under-identification of this population. A 3-month multiple channel public relations campaign was designed and implemented to train high school teachers in the identification and referral process. The campaign aimed to increase teachers' awareness of communication disorders in adolescents, the availability of services for these students, and the teacher's role in the identification process. Analysis revealed that, following the campaign, the frequency and appropriateness of referrals for speech language services were increased. Providing information to teachers via inservice training proved to be the most potent aspect of the public relations campaign. Classroom observations of referred students formed a basis for increased collaboration between the speech language pathologist and high school teachers. Appendices include a teacher questionnaire, classroom observation form, a pre-evaluation flow chart, a pragmatic skills checklist, and sample newsletters. (Contains 37 references.) (Author/DB)

ED 372 548　　EC 303 180

Packer, Barbara
Promoting Successful Mainstream Experiences for Hearing-Impaired Elementary Students through Inservice Training, Peer Mentoring, and Pragmatics Groups.
PUB DATE- 17 Mar 94

service providers. Program evaluation by parents (of students with and without emotional disabilities) has been highly positive. Students without emotional disabilities also expressed positive feelings about the combo class. The students with E/BD agreed that they were learning more though they tended to feel the behavior management system was unfair and only half would choose the combo class next year. Tables detailing evaluation results are attached. Transcripts of parent and student comments are also attached. (DB)

ED 372 567 EC 303 200

Obiakor, Festus E.
The Education of African-American Learners with Behavior Disorders: An Unresolved Issue for General and Special Educators. Position Paper.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Disorders; *Black Students; Definitions; *Educational Change; Educational History; *Educational Needs; Educational Trends; Elementary Secondary Education; *Intervention; Research and Development; Student Educational Objectives; Teaching Models; Theory Practice Relationship
IDENTIFIERS- *African Americans

This paper addresses critical questions concerning the educational needs of African American students with behavior disorders. These include: the historical context; effects of reform and restructuring movements on this population; the unresolved issue of defining "seriously emotionally disturbed" or "emotional or behavior disorder"; the failure of special education to meet the needs of these students; various models of intervention programs (including the psychodynamic, biophysical, environmental, humanistic, behavioral, and cognitive learning models); the critical importance of saving African American youth in the 21st century; and the need for research, policy, and practice to be integrated and focus on understanding and meeting individual student needs. Contains 34 references. (DB)

ED 372 568 EC 303 201

Thomason, Jo
Special Education Administrator Issues and the Law.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Disorders; *Compliance (Legal); Court Litigation; *Disabilities; Discipline; Educational Legislation; Educational Policy; Elementary Secondary Education; Expulsion; *Legal Problems; Legal Responsibility; Mainstreaming; Parochial Schools; Private School Aid; Private Schools; Pupil Personnel Services; *School Administration; *Special Education; Student Placement; Student Rights; Violence
IDENTIFIERS- Inclusive Schools; Medically Fragile

This discussion addresses the legal issues in special education need to make able students "visible pace-setters within their schools" and to make schools more challenging for a broader spectrum of students. (Contains 40 references.) (Author/DB)

ED 372 586 EC 303 219

Telander, James Eric
The Adjustment of Learning Disabled Adults: A Review of the Current Literature.
PUB DATE- May 94
NOTE- 79p.; Ph.D. Dissertation, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Adjustment (to Environment); Adults; Early Intervention; *Emotional Adjustment; Intervention; *Learning Disabilities; Needs Assessment; Social Adjustment; *Student Adjustment; *Vocational Adjustment

This paper reviews research relevant to the adjustment of adults with learning disabilities (LD) in the areas of academic, occupation/vocational, social, and personal/emotional functioning. After an introduction, methodological concerns are raised in the areas of sampling, definitions, experimental designs, and instrumentation. The review concludes that LD adults have increased difficulties in all areas of functioning. However, the literature also indicates that, with accommodation, intervention, and adaptation, the LD adult can demonstrate high levels of functioning. Although early intervention is suggested for maximizing later adaptive functioning, it is most commonly provided only in the academic area. While accommodations are seen to aid functioning in the workplace and at the postsecondary academic level, the lack of attention and remediation in the area of social and personal/emotional functioning is decried. (Contains 27 references.) (Author/DB)

ED 372 587 EC 303 220

Lassner, Lee M.
Epilepsy in the Classroom: Guidance for Educators.
PUB DATE- Nov 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Counselor Role; Definitions; Disability Identification; Drug Therapy; *Educational Needs; Elementary Secondary Education; *Epilepsy; Mainstreaming; Peer Relationship; *Seizures; Special Health Problems; *Symptoms (Individual Disorders); Teacher Role

This paper for educators, school psychologists, and counselors attempts to provide guidance for meeting the needs of students with epilepsy. Stressed throughout the paper are ways to provide for the child's special needs while fostering his/her self esteem and full participation in classroom activities. The paper addresses the following topics: (1) what epilepsy is; (2)

workshops. TBEP met it content area, staff development, and parental involvement objectives. The project did not meet its objectives for ESL or development of English language skills through computer-assisted instruction. The project partially met its objective for native language arts, meeting it at P.S. 9 but not at P.S. 133. Three appendixes include a list of instructional materials used, class schedules, and a staff survey questionnaire. (MDM)

ED 372 607 FL 022 292

Gladstein, Jill, Ed.; Silver, Rita Elaine, Ed.
Working Papers in Educational Linguistics. Volume 10, Number 1.
PUB DATE- 94
NOTE- 111p.; For individual articles see FL 022 293-298.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; Classroom Environment; *Cultural Influences; *Descriptive Linguistics; Elementary Education; English (Second Language); Ethnicity; Ethnography; Foreign Countries; Intercultural Communication; Kindergarten; *Language Acquisition; Language Planning; *Language Research; *Language Role; Monolingualism; Morphology (Languages); Second Language Instruction; *Second Language Learning; Syntax
IDENTIFIERS- Ecuador

This collection of six papers consists of works in progress undertaken by students and faculty of the University of Pennsylvania's Language in Education Division of the Graduate School of Education. The papers are: (1) "Language Planning and Identity Planning: An Emergent Understanding" (Rebecca Freeman); (2) "Communicative Functions of Speech in a Monolingual Kindergarten" (Mary Jean Tecce deCarlo); (3) "Acquisition Planning, Ethnic Discourse, and the Ecuadorian Nation-State" (Kendall King); (4) "'Yes I Think It's You': A Discussion of Intercultural Communication" (Kristen Loheyde and Nancy Kunz); (5) "Targeting Morpho-Syntax in Children's ESL: An Empirical Study of the Use of Interactive Goal-Based Tasks" (Allison Mackey); and (6) "Ethnic Pride and the Classroom: An Ethnographic Study of Classroom Behavior-Norms and Themes" (Kate Menken). Each paper is followed by a reference list. (MDM)

ED 372 608 FL 022 293

Freeman, Rebecca
Language Planning and Identity Planning: An Emergent Understanding.
PUB DATE- 94
NOTE- 21p.; For complete volume in which this paper appears, see FL 022 292.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Classroom Observation Techniques; *Cultural Pluralism; Elementary Education; English (Second Language); *Equal Education; Ethnic Bias; Ethnicity; Ethnography; Immersion Programs; Interviews; *Language Planning; Native Language Instruction; Program Descriptions; *School Effectiveness; Social Influences; Spanish
IDENTIFIERS- District of Columbia Public Schools

This paper presents an ethnographic study of the Oyster Bilingual School in Washington, D.C., a successful two-way Spanish-English bilingual elementary school designed to produce

ED 372 630 FL 022 323

Kim, Mi J.
The MacMagic Program and Its Effects on "English as a Second Language" Students. An Evaluation Study.
SPONS. AGENCY- Marin Community Foundation, San Rafael, CA.
PUB DATE- 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Communication; Comparative Analysis; *Computer Assisted Instruction; *English (Second Language); Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Language Arts; Language Proficiency; Middle Schools; Native Speakers; Program Descriptions; Program Effectiveness; *Program Evaluation; Second Language Programs; Social Studies; Student Attitudes
IDENTIFIERS- *MacMagic Program

This report presents a description and evaluation of the MacMagic Program, a computer-facilitated core program in language arts and social studies in its fourth year of operation at Davidson Middle School in San Rafael, California. The program consists of two sixth- and two seventh-grade classrooms that use computers and cooperative learning techniques to enhance learning. The evaluation of the MacMagic Program sought, among other objectives, to assess the program's utility as a vehicle to enhance the learning of English as a Second Language (ESL) among the program's multilingual students. The evaluation consisted of classroom observations, administration of the Language Assessment Scale test to students, and comparisons of 22 ESL MacMagic students with 22 similar students in the regular ESL program at the school. Overall, it found that students expressed positive opinions about the MacMagic program and enjoyed working with computers. Comparisons between MacMagic and regular ESL students found no significant differences in test scores, absenteeism, and English language proficiency. The amount of social interaction between ESL students and native English speakers was higher in the MacMagic Program than in the regular ESL program. Recommendations for program improvement are presented. (Contains 102 references.) (MDM)

ED 372 631 FL 022 327

Moi, Claudia Monica Ferradas
Rock Poetry: The Literature Our Students Listen To.
PUB DATE- Mar 94
NOTE- 5p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Foreign Countries; Instructional Materials; Learning Motivation; *Literature Appreciation; *Poetry; *Popular Culture; Relevance (Education); Second Language Instruction; *Songs
IDENTIFIERS- Authentic Materials

It is argued that rock lyrics, alternatively seen as poetry, are a source of instructional material for students of English as a Second Language (ESL), offering an opportunity for literary analysis that is highly motivating, relevant to students'

ED 372 650 FL 022 368

Dunning, Roy
French for Communication, 1979-1990.
PUB DATE- 94
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Communicative Competence (Languages); Comparative Analysis; Curriculum Development; *Educational Objectives; Foreign Countries; *French; Instructional Effectiveness; Language Role; *Language Tests; National Programs; Program Descriptions; Secondary Education; Second Language Instruction; *Second Language Programs; Student Evaluation; Writing Evaluation; Writing Instruction
IDENTIFIERS- England; University of Leicester (England)

The evolution of a British communicative language teaching project at the University of Leicester is chronicled. The project brought together local education agencies, examination boards, advisors, teachers, and researchers to develop three levels of graded instructional objectives across the ability range in grades 7-9 and a standardized test, all in French as a second language. Program features include: an integrated approach to second language teaching; novel assessment techniques; promotion of communicative activities in the language classroom at all ability levels; encouragement of French usage by teachers for both teaching and assessment; a central role for writing instruction and assessment; and creation of a forum for teachers' continuous reflective discussion on teaching and assessment issues. The integrated language approach of the project is contrasted with the discrete-skills approach of Britain's current national assessment criteria and standardized testing. Positive aspects of the national curriculum and the need for extensive inservice teacher education are also highlighted. (Author/MSE)

ED 372 651 FL 022 369

Ngala, Jane Akinyi
The Dholuo Syllable Structure.
PUB DATE- Jun 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *African Languages; Generative Phonology; Language Classification; *Language Patterns; Language Research; *Linguistic Theory; *Luo; *Phonology; Structural Analysis (Linguistics); *Syllables; Uncommonly Taught Languages

The syllable structure of Dholuo, a Nilo-Saharan language spoken in Western Kenya, is analyzed according to the generative CV-phonology model, which assumes that the syllable has a three-tiered structure: syllable node; CV-tier; and segmental tier. The consonant and vowel repertoires of Dholuo are outlined and charted, and syllable peak patterns, short- and long-vowel occurrences, and diphthong patterns are described and illustrated. Syllable onset and coda characteristics are also outlined. Four syllable types existing in Dholuo are identified, and it is concluded that according to one classification of languages in terms of canonical syllable types, Dholuo can be categorized as a type 4 language. Contains 13 references. (MSE)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Role; Educational Change; Educational Needs; *Education Work Relationship; Emerging Occupations; Employment Patterns; *Higher Education; Job Training; *Labor Force Development; *Labor Market; Paraprofessional Personnel; *Relevance (Education); Skill Development

Technology and international competition have transformed business practices and employment patterns. The migration of high-paying jobs from manufacturing to services, the growing importance of small firms in the U.S. economy, and the development of new technical occupations characterized by often sophisticated technologies and the absence of clearly defined career paths and status have increased the importance of the college degree in today's job market. However, college degrees cannot in themselves ensure successful lifelong careers. The biggest challenge facing higher education today is finding ways of meeting the demand for college degrees that confer genuine job skills. Whether higher education will cope with the turbulence created by labor market changes is an open question. The pessimistic scenario holds that failure to respond adequately to labor market changes will eventually weaken higher education's credential monopoly. The optimistic scenario reaffirms the importance of college degrees in an increasingly competitive labor market. Optimists argue that colleges and universities will become more adaptive and more outletlike in their approaches to questions of delivery and overhead. (MN)

ED 372 193 CE 066 723

Zemsky, Robert
What Employers Want: Employer Perspectives on Youth, the Youth Labor Market, and Prospects for a National System of Youth Apprenticeships. EQW Working Papers WP22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; *Education Work Relationship; *Employer Attitudes; Employment Potential; Job Training; *Labor Market; Labor Needs; National Programs; National Surveys; Postsecondary Education; Program Development; *Public Policy; School Effectiveness; Secondary Education; Systems Approach; Youth; *Youth Employment; Youth Programs

Employer attitudes toward youth, the youth labor market, and prospects for a national system of youth apprenticeships were studied through a survey of firms that had participated in local youth apprenticeship or cooperative education programs in seven U.S. cities and focus group discussions with small and large employers in eight U.S. communities. The studies established that the period between completing school and obtaining a good job is getting longer, the link between formal schooling and work is becoming more tenuous, and employers (especially small firms) are generally wary of any policy initiative designed to encourage the hiring and training of new workers. Employers were reluctant to initiate youth

No. 18.
PUB DATE- Dec 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Apprenticeships; *Career Education; *Career Exploration; Decision Making; Employer Employee Relationship; *Employment Interviews; Guides; *Job Application; *Job Search Methods; Job Skills; Postsecondary Education; Resumes (Personal); Secondary Education

This booklet answers the questions about jobseeking asked most frequently of the New York State Department of Labor. Topics include the following: how to start a job search; WORK Station, a computer program for an extensive job search; where the jobs are; job search methods, by frequency of use; apprenticeship; completing an employment application; questions employers cannot ask in New York State; the resume; the job interview; and information for out-of-state residents. Sources of assistance are listed for federal job openings, New York State government openings, guides and maps, career and occupational information, educational opportunities, employment training/retraining opportunities, assistance in case of discrimination, private vocational schools, financial assistance for higher education, continuing education, and obtaining a General Equivalency Diploma. The booklet also lists eight selected publications available through the New York State government as well as locations of Job Service offices and Community Service Centers in New York State. (YLB)

ED 372 212 CE 066 808

Clark, Karen L.
Retrofitting the Bridge between Academics and Business: Here Is How It Is Done.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Conference on Global Business (2nd, Sun Valley, ID, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Literacy; Corporate Education; Developed Nations; Developing Nations; *Economic Development; Foreign Countries; Labor Force Development; Literacy Education; Models; Off the Job Training; On the Job Training; *Productivity; *School Business Relationship; Vocational Education
IDENTIFIERS- *Pacific Rim

The goal of building bridges between the Pacific Basin and the United States can be accomplished by focusing on economic considerations. Trade agreements, business and university collaborations, and the mobility of populations between the Pacific Basin and the United States serve as examples of common experiences and cooperation. As education in the workplace is becoming more of an integral part of what is done in the Pacific Basin and in the United States, then building a bridge is not as necessary as "retrofitting" the one that has already been created. The two communities share a similar belief about a correlation between education and economic growth. This commitment to education can be the foundation for retrofitting the bridge between academics and business. To increase

ED 372 229 CE 066 838

Hall, Robert A.
Assessment Study: Value of Vocational Training to the Released Felon.
PUB DATE- Oct 93
NOTE- 46p.; Master's Research Study, Plymouth State College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Career Choice; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Crime Prevention; Educational Research; Participant Satisfaction; *Program Effectiveness; Program Evaluation; *Recidivism; Secondary Education; *Technology Education; Vocational Rehabilitation
IDENTIFIERS- New Hampshire

A research study looked at the effect of vocational training on the ability of 151 released felons who had successfully completed vocational training and were still under supervision, on parole, within New Hampshire. A literature review on recidivism and vocational education in corrections showed the value of vocational training in reducing recidivism by producing inmates with marketable skills who can find employment. An anonymous, voluntary attitude/opinion survey was mailed to the parolees; 10 surveys (6.6 percent) were completed and returned. Results indicated that the majority of respondents were satisfied with programming. A conclusion from the information gathered in this survey was that the programs were having a positive effect. A longer-term study with a larger population was recommended. (Appendixes include five references, budget and project schedule, survey instrument and letter, analysis of findings, and respondent comments.) (YLB)

ED 372 230 CE 066 839

Hall, Robert A.
Technology Education & the Felon (Teaching High School behind Prison Walls).
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Career Choice; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Crime Prevention; *Recidivism; Secondary Education; *Technology Education; Vocational Rehabilitation
IDENTIFIERS- New Hampshire

A 1-year voluntary program in technology education has been offered for 4 years at the New Hampshire State Prison. To date, the inmates who have completed the program and been retested on the Test of Adult Basic Education have improved their initial scores as much as four grade levels. An associated drop in disciplinary problems in some inmates over the year in the program has been witnessed. One reason for the improvement may have been a change in self-esteem and in attitude toward education and achievement. Through the program, the inmate is provided with an introduction to technology systems and a survey of the tools, materials, and processes used by the systems. No assessment process is currently being routinely

DESCRIPTORS- *Adult Education; *Adult Learning; Adult Students; *Educational Needs; Evaluation Methods; *Instructional Design; Instructional Development; Learning Activities; Learning Processes; Models; *Needs Assessment; *Student Evaluation; Systems Approach

This book, which is designed for use by adult educators, details a comprehensive, systematic approach to designing instruction for adult learners that is based on a process of identifying learning goals and objectives, developing learning activities to meet those goals and objectives, and designing evaluation procedures to ensure that the goals and objectives have been met. Chapter 1 presents an overview of the instructional design model and addresses concerns regarding the use of instructional development. Discussed in chapters 2-6 are the following topics: assessing and developing one's own skills as an adult educator; developing content knowledge and transforming content knowledge into usable designs for successful learning activities; understanding those needs and characteristics that are unique to adult learners; using appropriate strategies when assessing the needs of adult learners; and identifying/analyzing the learning contexts and social, political, and economic realities in which adult learning takes place. Chapters 7-9 examine the procedures entailed in developing goals and objectives, learning activities, and learner evaluation procedures. The process of evaluating the instructional design plan before, during, and after its implementation is outlined in chapter 10. (Contains 47 references.) (MN)

ED 372 249 CE 066 862

Grummon, Phyllis T. H.
Evaluating Systemic Change in School-to-Work Initiatives.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Adoption (Ideas); Articulation (Education); Attitude Change; Change Agents; Change Strategies; *Community Attitudes; Community Change; Community Colleges; *Consortia; *Educational Change; Educational Environment; Educational Policy; Education Work Relationship; Federal Regulation; High Schools; Longitudinal Studies; Outcomes of Education; Parent Attitudes; Regional Programs; School Business Relationship; State Regulation; *Systems Approach; Teacher Attitudes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Tech Prep; United States (Midwest)

A longitudinal study examined the factors affecting the long-term success of a midwestern tech prep consortium consisting of one community college and four counties with a mix of rural, urban, and suburban communities. The study was designed to identify the effects of systematic change over time from the following perspectives: students' skill gains; how and what teachers teach; the broader school environment in which instruction occurs; district-level, parental, and business support for tech prep; and the impact of state and federal policies on local-level tech prep programming. The following data collection methods were used: review of historical documents; analysis of educational records; participant observation; field observation of business classrooms in a high school, comprehensive high that wages and benefits paid to veterans receiving veterans' training benefits will not be less than benefits paid to other employees participating in similar training programs in the community; and (10) clarify that an eligible individual may begin a program of job training on the day that the notice of approval is transmitted. The document discusses and analyzes each of these provisions and provides a section-by-section analysis of the act. The full text of the act is included. (KC)

ED 372 269 CE 066 893

JOBS and JTPA. Tracking Spending, Outcomes, and Program Performance. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Jul 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; Comparative Analysis; Economically Disadvantaged; Educational Legislation; *Employment Programs; Expenditures; Federal Legislation; Federal Programs; *Job Training; *Outcomes of Education; *Program Costs; *Program Effectiveness; State Federal Aid; Tables (Data)
IDENTIFIERS- *Job Opportunities and Basic Skills Program; *Job Training Partnership Act 1982

The General Accounting Office examined the spending, outcomes, and performance of the Job Opportunities and Basic Skills (JOBS) and Job Training Partnership Act (JTPA) programs. Federal expenditure data were analyzed, legislation and regulations specifying data collection/reporting requirements and performance standards for the programs were reviewed, and officials at the Departments of Health and Human Services and Labor were interviewed. JOBS and JTPA program services were often interrelated at the local level; however, the extent to which the two programs rely on each other for services could not be determined. JOBS and JTPA spending patterns were fairly similar. In the program year ending in 1992, JOBS spent 62% of its funds on education and training (E&T), 19% on participant support, and 20% on administration, whereas JTPA spend 74% of its funds on E&T, 11% on participant support, and 16% on administration. When the expenditures for the child care guaranteed to all JOBS participants were included, however, the percentage of JOBS funds spent on E&T decreased to 44%, the percentage spent on participant support increased to 42%, and the percentage spent on administration decreased to 14%. (Appended is a table detailing JOBS and JTPA expenditure categories. In addition six tables and three figures are included. (MN)

ED 372 270 CE 066 894

Multiple Employment Training Programs. Overlap among Programs Raises Questions about Efficiency. Report to the Chairman, Subcommittee on Labor, Health and Human Services and Education, Committee on Appropriations, U.S. Senate.
PUB DATE- Jul 94
NOTE- 70p.; For related documents, see ED 367 826, ED 367 840, ED 367 898, and ED 369 963-964.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Delivery

pride, anger, and disappointment of working from the employees' perspective. Literacy issues are then examined more directly: the centrality of language to the job, uses of print, importance of speaking up, incentives for further education, role of civil service testing, organizational barriers and incentives to learning, changing organizations and increasing literacy needs, and organizational learning disabilities. Chapter 4 considers how to use these findings. Appendixes include a 26-item annotated bibliography and project instruments. (YLB)

ED 372 287 CE 066 918

Basic Skills and Job Retention. Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 30 Jan 94
NOTE- 70p.; For related guides, see CE 066 910-911.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Basic Skills; Job Applicants; Job Search Methods; Job Skills; *Literacy Education; *Migrant Adult Education; *Migrant Programs; *Migrant Workers; *Small Businesses; *Volunteers; Volunteer Training
IDENTIFIERS- Workplace Literacy

A project developed an educational model to deliver academic remediation services to small businesses at a cost-effective rate by using a lead instructor and volunteer assistants. The first step was planning and implementing the tutor training segment. The class and accompanying manual were developed, and tutors were identified and trained in a 2-hour class. Simultaneously, the preemployment class and accompanying manual for students were being produced. A telephone survey of 24 businesses obtained information about businesses' basic skills needs, employment qualifications, and desired worker attributes. Student skills and employment interests were assessed using the Test of Adult Basic Education, General Educational Development (GED) Entry Survey, and COPS II Test. The preemployment class was offered to migrant clients nearing the end of GED or vocational studies and preparing to enter the job market. The lead instructor visited work sites, met with students and supervisors, and updated individualized educational programs. Trained volunteers were responsible for day-to-day program implementation. (Appendixes to the seven-page report include the following: correspondence and publicity materials; tutor training class lesson plans; tutor training workshop pre- and postassessment and evaluation; telephone survey; students' survey of needs; preemployment class lesson plans; certificates; preemployment class pre- and postassessment and student evaluation summaries; and evaluation forms.) (YLB)

ED 372 288 CE 066 920

Purcell-Gates, Victoria; And Others
Relationships between Parental Literacy Skills and Functional Uses of Print and Children's Ability To Learn Literacy Skills.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Children;

and school dropouts benefited more from on-the-job training, whereas graduates benefited more from OCT. Of those AFDC recipients placed by JTPA, 16% and 22% were above poverty in their first and second post-program years, respectively. A combination of services customized to individual needs proved most effective in helping AFDC recipients achieve economic self-sufficiency. (Fourteen figures/tables and 35 references are included. Appended are research findings from welfare demonstration projects; definitions of variables used in the multivariate models; and 23 tables summarizing the logit and post-program employment and poverty threshold models analyzed.) (MN)

ED 372 305 CE 067 217

Zuga, Karen F.
Implementing Technology Education: A Review and Synthesis of the Research Literature. Information Series No. 356.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attitudes; *Curriculum Development; Educational Research; Higher Education; Instructional Effectiveness; Research Methodology; Research Problems; Secondary Education; *Secondary School Curriculum; Secondary School Teachers; Teacher Education; *Teacher Education Curriculum; *Technology Education

This review and synthesis of dissertations and other research literature published between 1987 and 1993 focuses on K-12 and teacher education in technology education. It begins with an overview of the research base. The review examines the status of and curriculum development in secondary technology education and technology teacher education, finding the following: superficial changes in the name of the field and course titles; little significant change in practice; a predominance of Delphi studies for curriculum development; and lack of innovative instructional materials. Technology education appears to be a homogeneous profession, overwhelmingly male. Research about minority participation is lacking. The profession is concerned with standardizing credentials and recruits successfully, but overall there is a low level of professional participation and development. Conclusions about effectiveness are mixed, partly due to problems in methodology. The public, administrators, and teachers have positive attitudes toward technology education. However, female students still appear to feel that technology is a male endeavor. Comparisons of U.S. and foreign students indicate that U.S. students have a weaker concept of technology. Despite concern for technological literacy, little research is conducted toward this end. The review concludes with recommendations for technology education research and 228 references. (SK)

ED 372 306 CE 067 218

Queeney, Donna S.; English, John K.
Mandatory Continuing Education: A Status Report. Information Series No. 357.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

cognitive understandings such as those advances made by the linguist Noam Chomsky, and the powerful impact of the computer on cognitive psychology. (RJM)

ED 372 325 CG 025 619

Steward, Robbie J.
The Ties That Bind: Effective Racial/Ethnic Minority Communities as Models of Peaceful Coexistence.
PUB DATE- 23 Aug 93
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Black Community; Community; *Community Action; Community Cooperation; *Ethnic Groups; *Minority Groups; *Neighborhoods; Prosocial Behavior; Self Help Programs
IDENTIFIERS- *Caring; Neighbor Attitudes; Neighbors

Although counseling literature addresses within-group diversity among racial/ethnic groups in this country, seldom do studies examine the interpersonal dynamics within communities where minorities have fostered interdependence, cooperation, and acceptance of diversity among themselves. This paper presents an overview of some critical factors which contribute to within-group diversity among racial/ethnic minorities and then discusses the means through which individuals facilitate and maintain peace within these communities. Some of the critical factors assessed here include external factors, such as social attitudes, and internal factors, like racial identity, world views, and the locus of responsibility. While the media highlight the social ills in some racial/ethnic communities, group members in many more communities maintain the tradition of "transcultural caring" in which members work together to provide various means of support for the community. Active measures such as sports contests, pageants, and talent shows in conjunction with an emphasis on the ties that bind the community together iterate the three primary components of the transcultural caring model: (1) preservation of others; (2) accommodation of others; and (3) open exchange of ideas, opinions, and attitudes as an avenue toward increasing awareness of self and others. All of these components facilitate peaceful coexistence. (RJM)

ED 372 326 CG 025 620

Gribben, Carolyn A.; Keitel, Merle A.
Career Indecision, Anxiety, and Social Problem Solving: A Path Analytic Model.
PUB DATE- 92
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anxiety; Career Awareness; *Career Choice; Careers; Causal Models; College Students; Decision Making; Employment; Higher Education; Models; *Problem Solving
IDENTIFIERS- *Career Barriers; Career Decisions

While previous studies have correlated career indecision with

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Anxiety; Attitude Change; Change Strategies; Coping; Counselor Attitudes; *Counselors; Counselor Training; *Defense Mechanisms; Interpersonal Relationship; *Resistance (Psychology); *Stress Management; *Supervision; Supervisors
IDENTIFIERS- ERIC Digests

This digest focuses on issues of supervisee resistance, defined as defensive behaviors of the supervisee that serve to reduce supervision-induced anxiety. It describes resistant behavior and identifies ways to counteract it, while noting that supervisee resistance is common. The purposes and goals of supervisee resistance, as manifested in verbal and nonverbal behaviors, are discussed and it is concluded that resistant behaviors, regardless of their form, are coping mechanisms intended to reduce anxiety created by the supervision. Supervisee "games" are identified and five types of resistance found in such games are noted: (1) submission; (2) turning the tables; (3) "I'm no good"; (4) helplessness; and (5) projection. Methods of counteracting resistance are suggested. The digest concludes that supervisee resistance will be encountered regardless of the supervisor's skill level, and that the supervisor can learn to take resistance and turn it into a supervisory advantage. Contains 8 references. (NB)

ED 372 345 CG 025 747

Paisley, Pamela O.
Gender Issues in Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counselors; *Counselor Training; Cultural Influences; *Interpersonal Relationship; *Sex Differences; *Supervision; Supervisors
IDENTIFIERS- ERIC Digests

This digest focuses on the effects of gender on supervision and the present status regarding gender within contemporary American culture. It presents a societal framework by reviewing three basic perspectives concerning gender differences, focused in areas of unequal distribution of power, socialization, and inherent differences. Following this is a discussion of gender issues related to therapy since supervision involves the oversight of counseling. Finally, supervision issues related to gender differences themselves are addressed, including differences in response to initiation of structure, style used in handling conflict, personalization of supervisee feedback, satisfaction with supervision, comfort with closure and initiation, and sources of power used by supervisors. Two related issues, sexual harassment and sexual involvement, are considered. Contains 8 references. (NB)

ED 372 346 CG 025 748

Fong, Margaret L.
Multicultural Issues in Supervision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Test; New York City Board of Education

A pilot study systematically collected classroom assessment data in reading and compared that data to the students' test scores on the Degrees of Reading Power (DRP). A total of 61 teachers in 18 New York City public elementary schools gathered the data for 268 students in grades 2 through 6. Teachers identified the books their children could successfully read by listening to the children read aloud, discussing the books, and evaluating student writing about the books. Teachers then looked up the DRP readability values of those books in published guides and compared them to the children's test scores reported in DRP units. Results indicated that the children with the lowest scores could read books that were 10 to 20 DRP units higher on the average than their DRP test scores. Results also indicated that the classroom assessment techniques used by the participating teachers yielded far more information about their students than a standardized multiple choice test such as the DRP. Findings suggest that teachers should collect multiple forms of evidence about student progress in a rigorous, systematic way and that this evidence has consequences both in the classroom and beyond it. This kind of assessment can inform and drive instruction in a positive way while at the same time make schools more accountable. (Appendixes present a letter of commitment, eight tables or charts of data, a sample record of reading performance, a student writing sample, and a sample miscue analysis form.) (RS)

ED 372 367 CS 011 787

Joslin, H. Kimmell
A Comparison of the Effects of Pure and Modified Whole Language Instruction on the Decoding Skills of Kindergartners.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Decoding (Reading); Kindergarten; *Kindergarten Children; *Phonics; Primary Education; Reading Research; *Whole Language Approach; *Word Recognition
IDENTIFIERS- Phonological Awareness; Virginia (Albemarle County)

A study compared the effects of a modified whole language approach with those obtained from a pure whole language approach on the decoding abilities of 20 kindergartners, assessed using Darrell Morris's Early Reading Screening Instrument. Subjects were selected from two similarly composed schools located in Albemarle County, Virginia. Ten students were taught in a pure whole language classroom, and the other 10 students received instruction using a modified whole language approach with about 20 minutes per day devoted to focused, intensive, and systematic instruction in phonics. Results indicated that the whole language students receiving a daily supplement of explicit phonics instruction demonstrated greater alphabet knowledge, phonological awareness, word recognition in context, and word recognition in isolation than students receiving pure whole language instruction. Findings suggest that the modified whole language approach has a greater effect on student decoding automaticity than the pure whole language approach with which it was compared. (Contains 19 references and 4 tables of data. An assessment instrument is attached.) (RS)

ED 372 368 CS 011 788

researching public school populations; and points out one area where the greatest benefits of focus groups for high school journalism may lie--assessing the effectiveness of school publications. The paper also suggests that future research could help high school journalists improve their publications. Contains 23 references. (RS)

ED 372 387   CS 214 410

Brown, Deborah
Using Interviews To Discover Students' Perceptions and Perplexities.
PUB DATE- 17 Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Higher Education; *Interviews; Longitudinal Studies; Research Methodology; *Student Attitudes; *Undergraduate Students; *Writing Attitudes; Writing Research
IDENTIFIERS- Writing Contexts

Using interviews in a longitudinal study can be a productive way to gain insights into various factors that play a part in how students view their experiences as they make transitions into a university and across various contexts for writing. During the first three semesters of a study, 312 interviews were conducted with students, beginning when they first entered the university. Analysis of transcripts of the interviews indicated that the students' experiences supported social constructivist theories of writing that suggest making meaning is a complex act of negotiation. Students weaved their past experiences together with their teachers' specific assignments, but that complex act was different for each student. Findings suggest three reasons why using intensive interviews over a period of time is beneficial are: (1) interviewing students over a period of time elicited data about students' sociocultural histories; (2) one interview session might not elicit as meaningful data as several interviews over time can; and (3) researchers can show their interpretations to the participants to elicit students' perspectives on the researcher's interpretations and speculations. (Contains eight references.) (RS)

ED 372 388   CS 214 411

Young, Dennis
The Rhetoric of Extremity: Teaching Adrienne Rich to Undergraduates.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Response; Females; *Feminism; Higher Education; *Student Reaction; Teacher Student Relationship; *Undergraduate Study; *Writing (Composition); Writing Processes
IDENTIFIERS- *Collaborative Writing; Dialogic Communication; George Mason University VA; Response to Literature; *Rich (Adrienne); Voice (Rhetoric)

furthermore fail to see her seminal work, "In a Different Voice," in the context of her later studies which reinforce yet modify her initial views. Significantly, Gilligan has never pretended that the "different" voice speaks for all women or that it was her goal to prove that it does. Her point was simply that research hitherto has not taken into account the difference between a man's and a woman's voice, particularly in issues of moral judgment. In "Meeting at the Crossroads," Gilligan's most recent book (written with Lynn Brown), she explicitly illustrates the role that race, ethnicity, class and family play in the psychological development of girls. At the same time, however, she shows that girls from a variety of cultures and backgrounds lose their authentic voice as they enter adolescence. Silenced by the dominant culture, they develop fraudulent selves. (Contains 53 references.) (TB)

ED 372 407 CS 214 435

Brand, Alice G., Comp.; Graves, Dick, Comp.
Notes from Beyond the Cognitive Domain.
PUB DATE- 16 Mar 94
NOTE- 28p.; Summary of the Preconvention Workshop "Beyond the Cognitive Domain: Frontiers in the Teaching and Learning of Writing" presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994). For the 1993 "Notes," see ED 361 688.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; *Creative Activities; Higher Education; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS- *Interactive Teaching; Writing Contexts

This collection of materials, a summary of a workshop, is divided into five sections, framed by introductory and concluding remarks. The sections are: (1) a panel on "What Is the Domain Beyond?"--panelists discussed their particular interests in areas that could not be traditionally classified as "cognitive" and related those interests to the teaching of writing; (2) two interactive teaching demonstrations (one on story, myth, and archetype, given by Susan Blau, and one on imagery and metaphor in the writing process, given by Hildy Miller); (3) small group discussions on diverse topics, such as paradox and mysticism in the writing process, the spiritual sites of composing, silence in writing, writing as healing, and the uses of story in the writing process; (4) a panel on "How To Respond to Resistance and Hostility"--this refers to institutional hostility in the face of some nontraditional approaches to teaching; and (5) a list of the names, addresses, and particular interests of the participants. Bibliographies of materials used in the interactive teaching sessions are also provided. (NKA)

ED 372 408 CS 214 436

Hall, Dennis
The Indeterminacy of the Question and Answer Format.
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).

achievers from the dramatization technique. (Contains 21 references. Six appendixes of data are attached.) (RS)

ED 372 427 CS 508 621

Ward, Cynthia
Art in the Elementary Schools: It's More Than Fingerpainting.
PUB DATE- 94
NOTE- 49p.; Research Project, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Class Activities; Classroom Research; Communication Research; *Cultural Activities; *Elementary School Students; *Grade 1; Primary Education; Production Techniques; Self Concept Measures; *Self Esteem; Sex Differences; *Theater Arts
IDENTIFIERS- Drama in Education

A study examined the process of putting together a class play and assessed how the performance of the play affected the self-esteem of a first-grade class. Subjects, 21 students representing diverse demographic factors, completed two self-esteem measures (a self-evaluation instrument and an interview) before and after the theater production. Over a 2-week period, the students cast the parts, made the props and invitations, studied theatrical vocabulary, memorized their lines (each student had a speaking part), mastered the elements of theater-like expression, conducted a dress rehearsal, and performed the play for other first-grade classes and for parents. Results indicated that, as measured by both instruments: (1) the self-esteem of the Afro-American students increased after the production, but not to an extent greater than the increase in self-esteem of the white students; (2) the self-esteem of female students rose more than that of the male students; and (3) the self-esteem of the class as a whole rose. (Contains 54 references and 2 tables of data.) (RS)

ED 372 428 CS 508 623

Hackman, Michael Z.; Walker, Kim B.
Perceptions of Proximate and Distant Learners Enrolled in University-Level Communication Courses: A Significant Nonsignificant Finding.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; Communication Research; Comparative Analysis; *Distance Education; Higher Education; *Instructional Effectiveness; *Student Attitudes; *Teacher Behavior; *Telecourses
IDENTIFIERS- *Communication Behavior; Face to Face Communication; Teacher Immediacy; Teaching Research

A study examined system design factors and communication norms which combined to affect perceptions of televised instruction. Subjects, 206 proximate and 73 distant students enrolled in communication courses, received the same instruction in two modes (face-to-face and at a distance) and their perceptions were compared. The four instructors were trained how to use the two way audio/one way video multicamera equipment and how to rhetoric that considers scientists and the content of their work by case analysis. The paper notes that, although the rhetorical discipline is relatively young, a standard approach to discussing rhetoric and science is to discuss the rhetoric of science, exposing the non-scientific elements of science or scientific writing. Outlining the history of optics before Newton, the paper also discusses Goethe as a scientist, his theory of color and contribution to optics, and his phenomenological science. The paper offers an illustrative application of phenomenological optics in practice in the regulation of air pollution in the Commonwealth of Pennsylvania. The paper concludes that the discipline of rhetoric has historically been called upon to facilitate "getting on with public business" such as environmental regulation as epistemological certainty continues to erode and mathematics no longer carries the day. (Contains 57 notes.) (RS)

ED 372 447 CS 508 646

Chandler, Daniel Ross
Inter-Religious Communication: Dialogue among the World Religions.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communication Research; *Cultural Pluralism; *Global Approach; Higher Education; *Interfaith Relations; *Religion Studies; *Religious Factors
IDENTIFIERS- Historical Background; *Religious Denominations; Religious Movements; *World Religions

"The specialized, annotated bibliography is prepared for students and teachers interested in the inter-religious communication among the adherents of different faiths and traditions living in an increasingly pluralistic culture." The bibliography consists of 33 citations of materials published between 1957 and 1993 (all are books or chapters from books). The bibliography is divided into sections on: (1) world religions; (2) interreligious communication; (3) parliaments of the world's religions; (4) toward universal religion; (5) comparative religion; (6) mysticism in world religion; and (7) "new" religious movements in the United States. (NKA)

ED 372 448 CS 508 647

Chandler, Daniel Ross
Gay Studies: A Communicative Perspective. An Interdisciplinary, Annotated Bibliography.
PUB DATE- Sep 94
NOTE- 11p.; For a 1988 related bibliography, see ED 299 614.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Historical Materials (060)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Annotated Bibliographies; Communication Research; *Cultural Context; Higher Education; *Homosexuality; Interdisciplinary Approach; *Interpersonal Relationship; Personal Narratives; Religious Factors; *Sexual Identity; Student Needs; Subcultures
IDENTIFIERS- Historical Background; *Homosexual Literature; Spirituality

This interdisciplinary annotated bibliography consists of 59 citations of materials published between 1967 and 1994. Most of the materials in the bibliography are books, but several power. Schools will enroll students at lower costs to attract higher enrollments and compete on the basis of effective programs and choice. Because the plan is based on free-market principles, it is not appropriate for the proportion of the population that is incapable of earning a wage. Schools would enroll only those students whom they could educate at a profit. Finally, it is argued that people make better choices if they are paying for something than if government taxes gave it to them. (LMI)

ED 372 466 EA 025 937

Wallace, Mike
The Contribution of the Mass Media to the Education Policy Process.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Theory; *Educational Policy; Elementary Secondary Education; Foreign Countries; Mass Media; *Mass Media Effects; *Mass Media Role; *Persuasive Discourse; *Policy Formation; *Politics of Education; Power Structure; Propaganda
IDENTIFIERS- *England

This paper presents findings of a study that conceptualized how the mass media in England are involved in the education policy process, and identified major influences on media production and its link with education policy. The project is being conducted by the National Development Centre for Educational Management and Policy from October 1993 to May 1995. Methodology involves interviews with media professionals and representatives of other groups; content analysis of national media coverage of educational issues; and case studies of progressive education in British schools. It is argued that political debate, especially the antagonistic discourse over progressive versus traditional teaching methods, is a dialectical process of myth making and myth bashing. Media and political myths vary across several dimensions--the degree of simplification, the extent to which certain aspects are omitted, and the level of generalization. In a context of multiple education reform, the policy formation process may be viewed as a continuous dialectic between interest groups who are situated in four mutually influential contexts: the context of influence; the context of text production; the context of practice; and the media context. This paper discounts the theory of relative autonomy and asserts that the media and state are closely linked, and serve to legitimate capitalism. Some key areas for further inquiry are highlighted. One figure is included. Contains 21 references. (LMI)

ED 372 467 EA 025 938

Uhl, Sarah C.; Squires, Susan E.
Enhancing Systemic Change Through Effective Collaboration: A Formative Perspective and Approach to Collaboration.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English

Language (ESL) students. A list of witnesses' recommendations, one figure, and a list of participants are included. (LMI)

ED 372 486 EA 025 966

Public Hearing, National Education Commission on Time and Learning Highlights (4th, Santa Monica, California, March 24-26, 1993).
PUB DATE- Mar 93
NOTE- 26p.; For a briefing paper, related hearings, and research findings, see EA 025 962-971.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Extended School Day; *Extended School Year; Hearings; *International Education; Nontraditional Education; *School Schedules; *Time Factors (Learning); Time Management; *Year Round Schools
IDENTIFIERS- *National Education Commission on Time and Learning

The National Education Commission on Time and Learning (NECT&L) is an independent advisory body authorized by Congress by Public Law 102-62, the Education Council Act of 1991. The commission is undertaking a comprehensive review of the relationship between time and learning in elementary-secondary education. This paper summarizes the proceedings of a hearing which studied the cost implications of time use. The following five themes emerged from the discussion: (1) American education in an international context; (2) the reinvention of schools and how to link them to communities; (3) time management; (4) financial implications of extending the school day or year; and (5) year-round schooling as a model. One figure and a list of participants are included. (LMI)

ED 372 487 EA 025 967

Public Hearing, National Education Commission on Time and Learning Highlights (5th, Ypsilanti, Michigan, April 28-30, 1993).
PUB DATE- Apr 93
NOTE- 23p.; For a briefing paper, related hearings, and research findings, see EA 025 962-971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Catholic Schools; Elementary Secondary Education; *Faculty Development; Hearings; Instructional Improvement; *Professional Development; *School Restructuring; Teacher Improvement; *Time Factors (Learning)
IDENTIFIERS- *National Education Commission on Time and Learning

The National Education Commission on Time and Learning (NECT&L) is an independent advisory body, authorized by the United States Congress through Public Law 102-62, the Education Council Act of 1991. The commission is undertaking a comprehensive review of the relationship between time and learning in elementary-secondary education, including international comparisons, the use of time in and out of school, the use of facilities, year-round professional opportunities for teachers, and the estimated costs of adopting longer school days and longer school years. This document summarizes proceedings of a hearing to discuss the professional development of teachers. Themes that emerged during the discussions included time management, school restructuring, professional development schools, and the human dimension. A list of participants is included. The appendix describes a site

ED 372 509 EA 026 004

Billings, Judith A.
Learning by Choice: An Act Relating to Student Enrollment Options in Washington State.
PUB DATE- Mar 90
NOTE- 23p.; Cover title is "Learning by Choice: 1992-1993."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advanced Placement Programs; *Enrollment; *Free Choice Transfer Programs; Grade 7; Grade 8; Grade 11; Grade 12; *School Choice; Secondary Education; State Action; *State Legislation; Transfer Students

In March 1990, the Washington State Legislature adopted the Learning by Choice Law, a law relating to student enrollment options. The law consists of three major components: Family Choice; Running Start; and Seventh and Eighth Grade Choice. The Family Choice law allows parents to select which public school(s) their children will attend, within certain limitations. The Running Start program permits 11th- and 12th-grade students to enroll in courses or programs in a community college or technical college without paying college tuition. Under the Seventh and Eighth Grade Choice program, a seventh- or eighth-grade student may receive credits for completing high school courses. This booklet answers the most commonly asked questions about the law. The final section contains related chapters of the law. (LMI)

ED 372 510 EA 026 005

Atchoarena, David
Educational Strategies for Small Island States.
PUB DATE- 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Educational Administration; *Educational Planning; Elementary Secondary Education; *Foreign Countries; International Education; *Strategic Planning
IDENTIFIERS- *Small Countries

The recent emergence of small states on the international scene has generated renewed interest among researchers and practitioners. This booklet describes the significance, relevance, and practical implications for educational planning of insularity and small size. The empirical basis for this publication is drawn primarily from the Caribbean and South Pacific regions. Following the foreword and preface, part 1 relocates the theme of small states in a theoretical and historical perspective. It describes the characteristics common to small states that constitute both constraints to and advantages for educational planning. Part 2 analyzes the implications of small size for educational planning. It provides a statistical overview of education in small states that illustrates problems they face and the significance of context-dependent factors for these countries' educational behaviors and circumstances. The third part proposes a strategic reflection encompassing the key aspects of planning and management of education. Small size and insularity represent a double challenge to educational change. Strategic reflection is organized around several major functions:

disadvantaged. A new definition, developed by the Northern Illinois University Research and Training Center on Traditionally Underserved Persons Who Are Deaf, emphasizes placing responsibility for the less-than-optimum functioning on the service delivery system rather than on the individual. Definition development involved identifying characteristics of the population and analyzing responses to a survey of 810 deaf educators and deafness rehabilitation counselors. Respondents ranked the following critical characteristics for defining this population: (1) communication skills, (2) independent living skills, (3) social skills, (4) vocational skills, and (5) academic achievement. A rating scale utilizing these factors was developed and is included. (DB)

ED 372 529   EC 303 161

Freagon, Sharon; And Others
Some Answers for Implementers to the Most Commonly Asked Questions Regarding the Inclusion of Children with Disabilities in General Education.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.; Illinois State Board of Education, Springfield.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Change Strategies; Costs; Definitions; Delivery Systems; *Disabilities; *Educational Change; Educational Finance; Educational Policy; Elementary School Students; Elementary Secondary Education; Grading; Inservice Teacher Education; *Mainstreaming; Parent Attitudes; Parent School Relationship; Regular and Special Education Relationship; Secondary School Students; *Social Integration; Staff Development; Student Evaluation; Student Placement; Teacher Role
IDENTIFIERS- *Illinois; *Inclusive Schools

This paper provides answers to commonly asked questions concerning the inclusion of children with disabilities in general education with special attention to inclusion in Illinois. Questions and answers are organized into the following sections: definitions; cost and finance; policy; roles and responsibilities; delivery of services; staff development; placement, assessment, and grading; benefits and impacts; and parents. Sample questions include: "What is inclusion?"; "What is the Regular Education Initiative?"; "How is inclusion paid for?"; "What funding patterns have worked in other states?"; "What should we do if some of our buildings are not accessible?"; "Do some aspects of inclusion require legislation?"; "What are the inclusion issues with teacher unions?"; "What are the the characteristics of a general education teacher who would be effective at including students with disabilities?"; "What are the effective general education instructional strategies which facilitate inclusion?"; "What transportation needs are created by inclusion?"; "What kind of training and inservices are available and needed for special education staff?"; "How will students with disabilities be graded in an inclusive setting?"; "What is the impact of inclusion on general education students?"; and "What if a parent of a child eligible for special education services

NOTE- 85p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attitude Change; Elementary Education; *Hearing Impairments; *Inservice Education; Interaction; *Interpersonal Competence; Knowledge Level; *Mainstreaming; *Mentors; *Peer Teaching; Pragmatics; Relationship

This practicum attempted to promote teacher and student sensitivity to seven mainstreamed, oral, elementary school children with hearing impairments. It also aimed to promote more social interaction between students with impaired hearing and those with normal hearing and to effect a more comfortable transition from a special school to the mainstream school for hearing-impaired students. Inservice training was provided for teachers and normal hearing students concerning hearing loss and its communication correlates. In addition, parent support meetings were held, hearing "buddies" were provided for each hearing-impaired student, and a weekly pragmatics group was held for hearing-impaired students to allow them to practice the appropriate use of social language. Improvement was measured in pre- and post-tests administered to the normal-hearing students and their teachers. Although practicum goals were not achieved, social interactions between hearing-impaired and other students increased by 14 percent over initial observation. Appendices include student and teacher questionnaires, various forms used, and summaries of the three pragmatics groups. (Contains 27 references.) (Author/DB)

ED 372 549 EC 303 181

Siegel, Ilene S.; And Others
Facilitated Communication: Practical Applications and Validations in Multiple Environments.
PUB DATE- Apr 94
NOTE- 6p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Augmentative and Alternative Communication; *Autism; *Interpersonal Communication; Research Methodology; *Severe Disabilities; *Validity
IDENTIFIERS- *Facilitated Communication

This paper addresses questions raised about the validity of facilitated communication with autistic individuals and others having severe disabilities and offers examples from the authors' program to support the validity of facilitated communication. Published studies showing a high rate of unfounded claims of abuse under facilitated communication as well as undue influence by the facilitator are critiqued. A lack of studies of facilitated communication in natural settings is noted. Examples are given of individuals who, with the aid of facilitated communication, communicated information the facilitator could not have known. A current study comparing communication about weekend happenings with later parental reports notes a 66 percent rate of accuracy by students using facilitated communication (compared to 100 percent accuracy by verbal peers). While more research in natural settings is encouraged, schools are urged not to eliminate the only means of communicating these students have. (DB) currently of critical concern to school administrators. It reviews outcomes of recent court cases, Department of Education policies, and legislative requirements concerning the following issues: (1) inclusion (a two-pronged test of compliance with mainstreaming requirements of the Individuals with Disabilities Education Act is explained); (2) medically fragile students (court decisions on determining whether required services are educational or medical in nature are reviewed); (3) violence, discipline, and expulsion (the Relationship Test of whether the misbehavior is related to the student's disability is explained); (4) parent unilateral placement in a private school (differing standards for determining whether a public school program is appropriate are noted); (5) services to students in parochial schools (explains the Supreme Court decision in the Zobrest vs Catalina Foothills School District case). (DB)

ED 372 569 EC 303 202

Childhood Disability under the Social Security Administration's Supplemental Security Income Program: A Guide for School Professionals.
PUB DATE- Jun 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; *Disabilities; *Eligibility; *Federal Aid; *Financial Support; *Income; School Role; Teacher Role
IDENTIFIERS- *Supplemental Security Income Program

This booklet explains how the Supplemental Security Income (SSI) program can provide benefits to children with disabilities. Eligibility for SSI benefits depends on meeting both income and resources limits as well as demonstrating the existence of restrictions in the child's daily life due to physical or mental impairment. Topics addressed include: verification of continuing eligibility for SSI benefits; representative payees; definition of disability for children; the role of the school professional; description of other information needed from teachers and other educational personnel; and how this information is used. (DB

ED 372 570 EC 303 203

McCarthy, Eileen; And Others
Evaluating Outcomes for Students with Emotional Disabilities.
PUB DATE- 8 Apr 94
NOTE- 20p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994). For "Educational Outcomes and Indicators for Students Completing School," see ED 354 661.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Emotional Disturbances; *Evaluation Methods; *Outcomes of Education; Program Effectiveness; Questionnaires; Rating Scales; *Student Educational Objectives; *Student Evaluation; Surveys
IDENTIFIERS- *Indicators

This monograph presents an Opinion Survey intended for teachers, psychologists, and administrators of programs for students with types of epilepsy; (3) recognizing epileptic seizures; (4) identification, evaluation, and correct placement; (5) consultation; (6) counseling; (7) coordination of programs; (8) research; (9) specific knowledge educators, counselors, and children should have; (10) medicines for epilepsy and their side effects; (11) administration of antiepileptic drugs by school officials; (12) seizure management; (13) epilepsy and academic achievement; (14) epilepsy and athletics; and (15) the future. Contains 22 references. (DB)

ED 372 588 EC 303 221

Calculator, Stephen N., Ed.; Jorgensen, Cheryl M., Ed.
Including Students with Severe Disabilities in Schools: Fostering Communication, Interaction, and Participation. School-Age Children Series.
PUB DATE- 94
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Communication Skills; Curriculum Development; *Educational Practices; Educational Trends; Elementary Secondary Education; Individualized Education Programs; Interpersonal Competence; Intervention; *Mainstreaming; Peer Relationship; *Severe Disabilities; *Social Integration; Student Educational Objectives; Transitional Programs
IDENTIFIERS- *Inclusive Schools

These six papers address theoretical and practical issues in the inclusion of students with severe disabilities in regular classes and related settings. Emphasis is on how communication and other social skills can be taught to these students in inclusive settings. A prologue and epilogue, by Beth Dixon, a parent, relates her severely disabled son's experience in both special and inclusive educational settings. An introduction then introduces the concept of inclusion and the challenges of providing an appropriate education for each child in the regular class. The following five papers are by Cheryl M. Jorgenson and/or Stephen N. Calculator: (1) "The Evolution of Best Practices in Educating Students with Severe Disabilities"; (2) "Developing Individualized Inclusive Educational Programs"; (3) "Modifying the Curriculum and Short-Term Objectives To Foster Inclusion"; (4) "Designing and Implementing Communicative Assessments in Inclusive Settings"; and (5) "Communicative Intervention as a Means to Successful Inclusion." The final paper is by Laurie E. Powers and Jo-Ann Sowers and is titled "Transitions to Adult Living: Promoting Natural Supports and Self-Determination." Individual papers contain references. (DB)

ED 372 589 EC 303 222

Pryor, Lena Allegro
Teaching Strategies Designed To Meet the Cognitive Needs of the Gifted and Talented in the Regular Classroom.
PUB DATE- 11 Jan 94
NOTE- 80p.; Practicum Report, Nova University. Appendix D consists of filled print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Cognitive Development;

biliterate and bicultural students. The study was based on classroom observations, interviews of students, teachers, and administrators, and an examination of school documents. From the Oyster School perspective, the educational problems that language minority students face are due to discrimination by mainstream American education and society. A major goal of the Oyster program is to provide a setting whereby language minority students can maintain their native language and culture and achieve academically. The program functions as a language plan within an identity plan that aims to provide equal educational opportunities to its linguistically and culturally diverse student population. (MDM)

ED 372 609 FL 022 294

DeCarlo, Mary Jean Tecce
Communicative Functions of Speech in a Monolingual Kindergarten.
PUB DATE- 94
NOTE- 12p.; For complete volume in which this paper appears, see FL 022 292.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Classification; *Classroom Communication; Ethnography; *Kindergarten; *Language Role; *Language Usage; Monolingualism; Peer Relationship; Primary Education; Public Schools; Speech Acts; *Speech Communication; Teacher Student Relationship

This paper describes the communicative function of language in a monolingual public school kindergarten. The study was based on observations of classroom communication and interviews with the teacher. The paper describes the speech of students and the teacher during different segments of the school day, and presents an analysis of 290 speech acts transcribed during observations of circle time, math time, and free time activities. The speech acts were categorized by communicative function, based on Saville-Troike's six categories: (1) directive; (2) expressive; (3) metalinguistic; (4) phatic; (5) poetic; and (6) referential. The study found that members of the class were most likely to engage in directive communication or to communicate factual information to one another. They were less likely to use speech as a means of personal expression, to show group solidarity, or simply as language play. (MDM)

ED 372 610 FL 022 295

King, Kendall
Acquisition Planning, Ethnic Discourse, and the Ecuadorian Nation-State.
PUB DATE- 94
NOTE- 15p.; For complete volume in which this paper appears, see FL 022 292.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- American Indian Culture; *American Indian Languages; *American Indians; *Bilingual Education; *Educational Policy; Elementary Secondary Education; Ethnic Groups; *Federal Government; Foreign Countries; Indigenous Populations; Language Attitudes; *Language Planning; Political Influences; Politics of Education; Program Descriptions; Social Action; Spanish
IDENTIFIERS- *Ecuador

This paper examines the language planning efforts of the government of Ecuador and groups representing the indigenous lives, a potential bridge to more serious literature, and a readily-available source of authentic reading and listening material. The content can be viewed in two ways: (1) literature in the form of rock music (poems set to music or lyrics that are new versions of previous literary works), or (2) rock lyrics as poems in their own right. It is proposed that interpreting rock lyrics in class can be a significant opportunity to exchange views, discover how much members of the class community have in common, and learn how others view the world. A brief bibliography is included. (MSE)

ED 372 632 FL 022 328

Cox, R.; And Others
LACITEP in Action: Primary Teacher Language Education through Partial-Immersion.
PUB DATE- 23 Mar 93
NOTE- 17p.; Paper presented at the Annual Meeting of the International Conference on Teacher Education in Second Language Teaching (2nd, Hong Kong, March 23, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Change; Elementary Education; *Elementary School Teachers; Foreign Countries; *Immersion Programs; *Japanese; *Language Teachers; Preservice Teacher Education; Program Descriptions; Second Language Instruction; *Second Languages
IDENTIFIERS- Australia; *LACITEP Program (Australia)

The Language and Culture Initial Teacher Education: Primary (LACITEP) program in Australia, a preservice teacher education program designed to train elementary school teachers as specialists in Japanese language teaching, is described. In the partial immersion format, at least half the courses are taught in Japanese. Courses in the first year emphasize the learning process. In the second year they focus on improving learning processes, and in the third year on the sociocultural context of learning. The six curriculum components are: foundation subjects; second language teacher development; second language teaching methodology; curriculum subjects; second language enhancement subjects; and practicum and study in Japan. In each year, the components take on the particular focus of that year's instruction. The program recruits top students from high school graduating classes for the 22 student places available. The first cohort began the program in February 1993. Even in its early stages, the program has given evidence of success in terms of students' Japanese linguistic proficiency and teaching skills. It is seen as a promising means for improving second language teaching in Australia and supporting the national policy of extensive elementary and secondary school second language instruction. (MSE)

ED 372 633 FL 022 329

Orellana, Marjorie Faulstich
Negotiating Power: Critical Literacy Practices in a Bilingual Classroom.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English

ED 372 652 FL 022 370

Minami, Masahiko
Asian Narrative.
PUB DATE- 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Literacy; *Cultural Traits; Culture Conflict; Discourse Analysis; *English (Second Language); *Interference (Language); Japanese; *Language Patterns; Language Research; Literacy Education; Multicultural Education; *Story Telling; Uncommonly Taught Languages
IDENTIFIERS- *Asian Languages

The distinctive features of narratives told by Asians, particularly Japanese, who are non-native speakers of English and residing in the United States are analyzed. Focus is on the narrative structure produced and the communication problems occurring due to cultural traits, particularly as they differ from North American norms. Educational and sociocultural issues surrounding multicultural literacy programs as they concern Asian "voluntary minorities." Specific Asian cultural traits that affect classroom communication and participation are noted. Two approaches to multicultural literacy education, additive and social interaction, are described and their advantages outlined. A study of Japanese narrative types, based on data gathered in one community's schools, is then presented. Results are drawn from an analysis of oral and written narratives by native Japanese-speaking children, produced in interviews or in class. Instructional recommendations for teachers of Asian children, based on the additive and social interaction approaches to literacy instruction, are offered. These recommendations address communication, social, cultural, and pedagogical issues specific to this population. Contains 90 references. (MSE)

ED 372 653 FL 022 372

Johnson, Ruth; Jenks, Frederick L.
Native Speakers' Perceptions of Nonnative Speakers: Related to Phonetic Errors and Spoken Grammatical Errors.
PUB DATE- Mar 94
NOTE- 39p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; *English (Second Language); *Error Patterns; German; Grammar; *Grammatical Acceptability; Interference (Language); *Language Attitudes; Language Research; *Language Variation; Native Speakers; North American English; Oral Language; *Phonetics; Spanish; Speech Skills; Standard Spoken Usage; Surveys

A study investigated the perceptions of native English-speakers concerning the spoken grammatical and phonetic (accent) errors of non-native speakers. Speech samples were collected from three non-native speakers of English of varied linguistic backgrounds (German, Spanish, and Arabic) and one speaker of North American English. Each of the four speakers recorded two speech samples, one containing a grammatical error only and one apprenticeship programs given the present labor surplus/job shortage. They generally felt that youths lack discipline, good work attitudes, and communication skills and that schools do not prepare youth for employment. Screening was employers' dominant concern regarding participation in a youth apprenticeship program. Focusing national attention on the absence of good jobs for young people and emphasizing flexibility in any policies developed were concluded to be the keys to improving the school-to-work transition. (MN)

ED 372 194 CE 066 732

Rollant, Paulette D.; Curlette, William
A Comparison of the Effects of Interventions on Stress Coping Resources of Beginning Associate Degree Nursing Students.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Associate Degrees; Comparative Analysis; *Coping; Group Instruction; Independent Study; *Instructional Effectiveness; *Intervention; *Nursing Education; *Stress Management; Two Year Colleges

A study examined the effectiveness of group and self-directed interventions for developing stress-coping resources among students in three associate degree nursing programs. The 46 students in the modified curriculum group received instruction in two stress-monitoring techniques and three tension control exercises. The second group (n = 61) experienced self-directed interventions, and the third group (n = 54) received no interventions. Each group completed the Coping Resources Inventory for Stress (CRIS) at the beginning and end of their first nursing course. A multivariate analysis of variance performed on the three groups' mean gain scores on the CRIS scales (confidence, structuring, stress monitoring, problem solving, and tension control) confirmed that the interventions resulted in significant improvements in the nursing students' ability to cope with stress. A univariate analysis of variance showed significant differences at the .05 level in the mean gain scores for stress monitoring between the modified curriculum and control groups and for tension control between the modified curriculum group and the self-directed and control groups. Of the 68% of students in the modified curriculum intervention group who completed a stress-coping resources evaluation form, 69% planned to use their training in their upcoming classes. (Contains 13 references.) (MN)

production, the way corporations and the people in them are viewed must be changed. Clark's Effective Company Model (1993) defines the relationship between academics and business as one that encourages mutual respect between the two disciplines. The paradigm is based on the fact that teaching and learning is an integrated discipline directly linked to the success of the corporation. It accomplishes the goal of addressing teaching and learning at the workplace in conjunction with creating greater productivity and reinforces the belief that to increase productivity the chief executive officer (CEO) must make a decision representing a commitment to the people in the organization as it identifies the role of the CEO as the primary instructional leader, in an environment where teaching and learning is celebrated and rewarded. (Contains 11 references.) (YLB)

conducted on inmates after they finish any course of study in many institutions. A few studies since 1976 have dealt with the issues of vocational training and how positive terminations from a program can have an effect on recidivism rates. Studies have shown the value of vocational training in reducing recidivism by producing inmates with marketable skills who can find employment. Programs like technology education give inmates a clear understanding of the careers and opportunities open to them in the technical job market, and they can make informed decisions about their future. (YLB)

ED 372 231 CE 066 841

Foster, W. Tad
Do-It-Yourself Printing: An Introduction to Electronic Publishing. Curriculum and Resource Guide.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computers; Curriculum Guides; Educational Resources; Electronic Equipment; *Electronic Publishing; Instructional Materials; Learning Activities; Lesson Plans; Postsecondary Education; *Printing; *Publishing Industry; Secondary Education; *Technology Education; Vocational Education; Word Processing

This guide contains a proposed curriculum for an introductory secondary and postsecondary course in electronic publishing. The course is designed to allow students to develop technical competence and knowledge in a real-life, practical environment that fosters the development of problem-solving, decision-making, and creativity. The teacher functions primarily as a facilitator of learning and a resource person. The guide is divided into three parts. The first part consists of a brief discussion of how and why the curriculum was developed. It covers student evaluation, preparing to use the curriculum, and laboratory configuration. The second part is a curriculum guide that describes in detail the content and suggested instructional activities to introduce students to electronic publishing. It includes a course description, course content outline, list of intended learning outcomes, and activity plans including objectives and daily lesson outlines. The 12 activity topics are as follows: assemble and maintain computer system, making art, design and produce a business card, letterhead and envelope, introduction to word processing, brochures, two problem-solving activities, newsletters, electronic publishing with word processing software, newspaper advertisements, and career exploration. The third part is a resource guide that lists 32 books, 14 journals and magazines, 12 professional and trade organizations, computer hardware, and software. (YLB) school, vocational center, and community college; surveys; and interviews. Six months after the study had begun, a number of aspects of implementation of systematic change were identified. The consortium seemed to be nearing the "takeoff" point in the process of communicating innovation through specified channels over time to members of the community's social system. Early adopters of the tech prep system had discovered how to communicate information about the program and had identified and enlisted the support of key leaders. (Contains 20 references.) (MN)

ED 372 250 CE 066 863

Bowring, Malcolm
Records of Achievement for Adult Learners. Project Report.
PUB DATE- Mar 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; *Adult Education; Documentation; *Experiential Learning; Foreign Countries; Guidelines; *Lifelong Learning; *Records (Forms); *Student Certification
IDENTIFIERS- *National Record of Achievement (United Kingdom); *Wales

The National Record of Achievement (NRA) was introduced in 1991 in the United Kingdom to provide a single common format to summarize individuals' achievements and experiences in both education and their adult lives. A study examined the use of the NRA within a general adult education context. The heads of 6 adult education centers in 1 Welsh local education authority and 15 tutors participated in a series of meetings to identify issues in recording the achievements of adult learners and to develop practical implementation strategies. Learners given the NRA were impressed and pleased with it. Twelve issues relating to recording achievement and the NRA were identified along with 10 key elements of recording achievement for adult learners. Among other things, it was concluded that recording achievement should be an entitlement for adults, they should have ownership of the process of recording achievement, adult learners and tutors should be clear about the purposes of recording achievement and their roles in the process, learners should be provided with course outlines and learning objectives, and centers' processes of recording achievement should be accredited by an external body to secure the NRA's credibility and status. (Appended are introductory information concerning the NRA and guidelines for completing it.) (MN)

Systems; Dislocated Workers; *Economically Disadvantaged; Educational Legislation; *Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Older Adults; Program Effectiveness; Redundancy; Retraining; Shared Resources and Services; State Federal Aid; Tables (Data); Unemployment; *Vocational Education; Youth Employment; Youth Programs
IDENTIFIERS- *Program Overlap

A study examined the types and extent of overlap among federal employment and training (E&T) programs targeting economically disadvantaged persons, dislocated workers, older workers, and youth. Of 38 programs analyzed, 30 shared common goals, had comparable clients, provided similar services, and used parallel delivery mechanisms and administrative structures with at least one other program such that the programs could be described as overlapping. Of the 30 programs in question, 7 served economically disadvantaged persons, 9 targeted dislocated workers, 4 targeted older workers, and 10 targeted youth. The remaining eight programs shared some characteristics but were sufficiently different to not be categorized as overlapping. At the local level, sharing of resources and provision of assistance to clients while those clients were enrolled in other programs was sometimes so prevalent that it was difficult to determine which program was providing services to the client. (Twenty-one tables are included. Appendixes constituting approximately 50% of this document include the following: a list of federal E&T programs by target group and proposed FY94 funding levels; proposed FY94 funding by target group; and information on 9 programs targeting economically disadvantaged persons, 9 programs targeting dislocated workers, 4 programs targeting older workers, and 16 programs targeting youth.) (MN)

Early Reading; Functional Literacy; *Literacy Education; Observation; *Parent Child Relationship; Parent Influence; Parenting Skills; Parent Role; *Parents as Teachers; Parent School Relationship; *Prereading Experience; Reading Readiness; Reading Research

IDENTIFIERS- *Family Literacy

A descriptive study examined the relationships between what young children learned about written language in the home and their parents' levels of literacy ability and their uses of print in their lives. Twenty-four children, aged 4-6, in 20 families of low socioeconomic status were observed during their waking hours in their homes and communities for an aggregated week. Researchers in participant observer roles noted all instances of uses of print within the homes and families and administered a series of tasks to the children that were designed to measure critical written language concepts found to influence the degree of success young children experience in beginning literacy instruction. Analysis revealed that overall there was a low level of print use in the homes. Families tended to use print mainly for entertainment purposes and daily living routines. The greatest proportion of text used in the homes was at the clausal/phrasal level. The children, as a group, displayed a below-average knowledge of written language concepts. Children whose parents read and write at more complex levels of text and who read and write with their children began formal literacy instruction knowing more about critical written language concepts. Adult education programs that focused on family literacy positively influenced both the frequency of literacy events and of mother/child interactions around literacy. (Appendixes include observers' narratives.) (YLB)

PUB DATE- 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Adult Education; Competence; *Lifelong Learning; *Outcomes of Education; *Professional Continuing Education; *Professional Occupations; Role of Education

Although whether or not to make continuing education mandatory is a controversial issue, most people recognize the need for professionals to continue learning throughout their careers. They disagree, however, as to the best ways to motivate professionals to learn how best to provide practice-oriented education. Increases in knowledge, technological advances, and rising public demand for accountability are increasing pressure for continuing professional education (CPE). Proponents of mandatory continuing education (MCE) make the following arguments: (1) CPE ideally should be voluntary, but this is an unrealistic goal; (2) MCE can result in more efficient, effective practice; (3) MCE can ensure equal access to a range of educational activities; and (4) MCE is a better alternative than periodic examination or review of practice. Opponents' objections cluster around four themes: (1) MCE violates adult learning principles; (2) evidence that MCE ensures competent performance or improves practice is lacking; (3) most MCE lacks quality control and relevance to practice needs; and (4) educational opportunities are not readily and equally available. Continuing education professionals should move beyond the mandatory debate and focus on providing practice-oriented continuing professional education. Educational activities should be designed for self-directed learners and contribute to participants' base of knowledge, skills, and abilities. Four factors define quality in CPE: participant readiness to learn, relevance to practice, appropriateness of presentation, and relevance to professionals' needs. (Contains 50 references.) (SK) state and trait anxiety in college students, most researchers have examined the relationship between anxiety and career indecision without considering other variables. This paper, incorporating previous research on career indecision, profiles a study of a causal model of career indecision based upon D'Zurilla's (1986) social problem-solving theory. The social problem-solving process portrays how an individual typically attends to and thinks about problems and assesses his or her problem-solving skills. For this study, researchers administered measures of trait anxiety, state anxiety, problem orientation, problem-solving skills, and career indecision to 120 students from a multiethnic, urban community college. Results indicate that anxiety can contribute to career indecision. Trait anxiety exerted a stronger indirect effect on career indecision than a direct effect while state anxiety was found to directly influence career ambivalence. Surprisingly, problem-solving skills did not modify career indecision when the other variables in the model were statistically controlled. Conclusions suggest that problem-solving training which focuses on helping the college student develop a positive problem orientation may be more effective in reducing career indecision than actual training in problem-solving skills. Included are two tables and three figures which present statistical summaries and model conceptualizations. (RJM)

PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselors; *Cultural Awareness; *Cultural Pluralism; Ethnicity; Racial Differences; *Supervision; Supervisors; Supervisory Methods
IDENTIFIERS- ERIC Digests

This digest focuses on the need to consider multicultural issues in supervision of counselors and methods of multicultural supervision. A number of multicultural issues in supervision such as the myth of "sameness" is addressed. Models are described that advocate supervision as a method to assist multicultural counselor development. It is noted that several supervision techniques have been proposed to insure that the cultural dimension is addressed. These include: planned discussion of culture, exploration of supervisee and supervisor cultural backgrounds, and case management. Following these discussions of the multicultural "content" of supervision, the multicultural supervisory relationship is discussed as the "process" of supervision. Research is briefly reviewed that points to the critical important of the initial sessions in the multicultural supervisory relationship. The digest concludes that consistent themes in the literature on multicultural supervision are: (1) the critical role of the supervisor in promoting cultural awareness; (2) identification of cultural influences on client behavior, on counselor-client interactions, and on the supervisory relationship; and (3) provision of culture sensitive support and challenge to the supervisee. Contains 6 references. (NB)

Osborne, Nick
Developing a Thematic, Cross Curricular Body of Knowledge:
  Putting Theory into Practice in the Classroom.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Class Activities; Grade 1; *Habitats;
  Primary Education; *Thematic Approach; *Theory Practice
  Relationship; Units of Study; Whole Language Approach

Noting the importance of whole concept learning as opposed to fragmented non-meaningful facts, this paper presents a unit of study on animal habitats that is geared for a first-grade whole-language classroom in the later stages of the year. The major objective of the unit presented in the paper is for students to be able to identify the habitats of animals. The whole unit last from five to seven days, depending on the time needed for students to grasp the concepts. The paper offers a list of 29 objectives; a materials list; a list of the readings, and writing, science, math, social studies, listening and speaking, and art activities in the unit; unit planning forms for each of the scheduled five days of the unit; a story review form for parents to complete; a student self-evaluation form; an evaluation form for teachers to complete; a list of 10 resources; two sample activities; and a book report sheet. (RS)

To ask students to write and respond to each other's papers is one means of confronting the difficulties posed by radical texts such as Adrienne Rich's "When We Dead Awaken: Writing as Revision," an essay from her collection "On Lies, Secrets, and Silence." When an instructor assigns such a work, he or she places him- or herself in what Gerald Graff calls a pedagogy of conflict because it challenges values and ideas that students cherish. Though Rich is fully aware of her privileged middle-class background, she speaks from the margins of normal literary and philosophical discourse; she is reactive, peripheral, subversive, and satirical--intentionally confrontational and extreme, denying the master vocabulary which imprisons. Can such an extreme criticism which excludes so many and demands so much engage students of the 1990s, many of whom believe that the issues raised with such passion in the 1960s are obsolete or not worth the trouble of debate? The answer is a qualified yes. If there is to be meaningful dialogue, students must move beyond their stereotypical and defensive comments, which essentially announce their refusal to subject their own views to examination. To keep his own bias out of the way, a professor at George Mason University asked his students to engage in a meaningful dialogue with one another. Each student wrote a piece on Rich and then responded to that of another student. In the process, those who spouted stereotypical comments earlier found themselves taking their fellow students to task for similar comments. (TB)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Learning Strategies; *Questioning Techniques; *Rhetoric; Text Structure
IDENTIFIERS- Indeterminacy; Information Format; Postmodernism; Question Answering; *Rhetorical Strategies

Reader, writers, and teachers of expository prose should pay closer attention to the question and answer (Q&A) format's theoretical and practical implications. The Q&A format contributes to the seemingly endless succession of questions and answers and is part of that flight from one signifier to another characteristic of postmodern culture. The Q&A format is increasingly chosen for the delivery of complex information or for the delivery of information into an environment of conflict, even more often if both intricacy and controversy are present. On the local level, the Q&A format obfuscates what was once called "content" or "information" or "exposition" by sporting with the desires of readers and diverting them with the pleasures of the rhetorical model. More often than not, the Q&A format contributes to indeterminacy in those circumstances in which readers and sometimes writers are seeking determinacy. The format is a currently popular and effective rhetorical strategy in large measure because it speaks to a deeply felt need for answers, a search for the experience of security and authenticity and authority in a shifting world--because it is both a response to and an instance of the superficiality, ephemerality, fetishism, commodification of images, and time-space compression that mark the postmodern condition. (Contains 10 notes.) (RS)

engage in verbally and non-verbally immediate and socially present behaviors. Results indicated no significant differences in the two groups' perceptions of the same instructional events when delivered by trained instructors. Findings suggest that when the system of conveyance allows interactivity and control, and when instructors are immediate and present, students learn more and are more satisfied with the experience, regardless of the modality. (Contains 15 references and 2 tables of data). (RS)

ED 372 429   CS 508 624

Beebe, Steven A.; Butland, Mark
Emotional Response and Learning: Explaining Affinity Seeking Behaviors in the Classroom.
PUB DATE- 13 Jul 94
NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Emotional Response; Higher Education; *Student Attitudes; Student Reaction; *Teacher Behavior; Undergraduate Students
IDENTIFIERS- Affinity Seeking Strategies; *Communication Behavior

A study measured students' emotional response to teacher behaviors based upon the theory of implicit communication. Subjects, 281 undergraduate student volunteers of preexisting, intact introductory communication courses at a southwestern university, completed questionnaires. As in previous research, teacher use of affinity-seeking behaviors correlated positively with student liking of the teacher as well as cognitive and affective learning. Findings indicated that student emotional response explains why learning occurs. Specifically, the dimensions of pleasure and arousal accounted for 61% of the variance of affective learning and 27% of cognitive learning. Further, students' emotional responses help explain why teacher affinity-seeking behaviors enhance learning. Findings are consistent with previous research using student emotional response to explain the meaning of teacher behavior from a student's perspective. Results suggest that the integration of theory implicit communication with learning in general and specific instructional variables such as affinity-seeking behaviors is appropriate and fruitful. (Contains 61 references and 5 tables of data.) (RS) articles and sermons are included. After a section which serves as an introduction on the subject of homosexuality, the bibliography is divided into sections on communication studies, autobiographical accounts, quantitative research, history, law, literature, sociology, religion, gay and lesbian spirituality, ethics, and the AIDS crisis. (NKA)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; *Educational Change; *Educational Cooperation; Elementary Secondary Education; *Interaction; Interprofessional Relationship; Models; *Organizational Change; Program Implementation

Collaboration is often cited as fundamental to systemic change efforts. This paper presents a process-based model for collaboration, which can be adopted as part of systemic, generative change. Schools attempting to create a collaborative culture often encounter the following problems: collaborators who fail to translate their experiences to others; models that do not match experience; and participants who engage in organizational politics. The proposed model is grounded in social processes, and identifies four domains of collaboration: engagement, negotiation, performance, and assessment/evaluation. Engagement is the process through which the group or individual develops an understanding of the problem. Negotiation refers to the development of an action plan in which objectives are clarified and the meaning of success is defined. Performance refers to the actual work done by the group. Assessment entails systematic reflection of outcomes and processes. The model attempts to demystify the process by not specifying a set path to be adhered to by participants. (LMI)

visit to Cornerstone School, an interdenominational religious school administered by the Roman Catholic Archdiocese of Detroit (Michigan). (LMI)

ED 372 488 EA 025 968

Standard Meeting, National Education Commission on Time and Learning (Washington, D.C., May 13, 1993). Highlights.
PUB DATE- 13 May 93
NOTE- 19p.; For a briefing paper, related hearings, and research findings, see EA 025 962-971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Elementary Secondary Education; Hearings; Interdisciplinary Approach; *School Schedules; *Standards; Time Management
IDENTIFIERS- National Education Commission on Time and Learning

The National Education Commission on Time and Learning (NECT&L) is an independent advisory body authorized by Congress through the Education Council Act of 1991. It has been asked to make a comprehensive review of the relationship between time and learning in elementary and secondary education, including international comparisons, the use of time in and out of school, the use of facilities, year-round professional opportunities for teachers, and estimated costs of adopting longer school days and years. This report summarizes proceedings of a public hearing where the Commission met with representatives of five groups involved in developing and publishing new curriculum standards in music education, the natural sciences, English, mathematics, and geography: the Music Educators National Conference; the National Academy of Sciences; the National Council of Teachers of English; the National Council of Teachers of Mathematics; and the National Geographic Society. The hearing focused on the implications of new curricula for time in the school calendar. Representative agreed on the need to develop a thematic approach that cuts across issues and sets standards for all students. Other areas of discussion, involving much debate, included the adequacy of time for teacher preparation, the adequacy of the traditional calendar year, disciplines versus a common core of learning, and policy formation and implementation. One figure is included. (LMI) forecasting, pedagogy, administration, and cooperation. Particular attention is paid to archipelago states because of their extreme specificity. Five tables are included. (LMI)

ED 372 511   EA 026 007

Shakeshaft, Charol; Cohan, Audrey
In Loco Parentis: Sexual Abuse of Students in Schools. What Administrators Should Know.
PUB DATE- Jan 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Elementary Secondary Education; *Legal Responsibility; *Personnel Policy; School Personnel; *School Policy; *Sexual Abuse; *Sexual Harassment; Teacher Discipline; Victims of Crime

This paper presents the findings of a 4-year study that examined 225 cases of alleged sexual abuse of students by teachers. Data were collected through interviews with 225 superintendents who had dealt with incidences of sexual abuse--184 in New York State and 41 in other states. An analysis of 10 of these cases included interviews with superintendents, school attorneys, parents, and community members. The paper first defines sexual abuse and describes its different forms. The second section explains why administrators should pay attention to sexual abuse of students by staff. The third section compares the findings of various studies that have estimated the extent of sexual abuse by teachers and staff. Section 4 examines patterns of staff sexual abuse of students, and section 5 describes school district reporting patterns. Actions taken regarding the staff and students involved are discussed in sections 6 and 7. The eighth section offers suggestions for school-district prevention policies, and the ninth section presents guidelines for handling complaints and investigating charges. In summary, although the vast majority of teachers and staff do not abuse students, some do. The problem is exacerbated by lack of clear school policies, inadequate services for students who have been abused, and misinformation. Six tables are included. (LMI) doesn't want inclusion?" Contains 24 references. (DB)

ED 372 530 EC 303 162

Ellis, William, Ed.
Their World.
PUB DATE- 94
NOTE- 133p.; For the 1993 edition, see ED 359 681.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; Early Childhood Education; Elementary Secondary Education; Family Environment; *Interpersonal Competence; *Intervention; *Learning Disabilities; Mainstreaming; Parent Role; Prevention; Socialization; Student Characteristics; *Student Experience

This magazine brings together articles on various aspects of learning disabilities (LD), focusing on the early years, the LD experience, socialization, thoughts for parents, and innovative programs in schools and communities. Some of the articles are: "The 'Stuff of Dreams': The Yale Center" (William Ellis); "Elements of Effective Inclusion" (Dorothy E. Hively); "Project IEP: An Emergent Literacy Approach to Preschool Special Education" (David S. Katims); "Can Reading Disabilities Be Prevented?" (Joseph K. Torgesen); "The Experience of LD Students" (Matt Lanigan et al.); "The Library for the Study of Learning Disabilities at Ashland, Kentucky Community College" (Helen Johnson Ashworth); "Substance Abuse Rehabilitation and Learning To Read" (Joan Knight and Joan Randell); "Coping and Advocacy Skills for the Learning Disabled" (Sarah Ginsburg); "Bridging the Gap: Life Skills Materials and Teaching" (Ellen Dietz); "Social Skills: The Bottom Line for Adult LD Success" (Marnell L. Hayes); "The Social and Emotional Side of Learning Disabilities: Characteristics and Interventions" (James Javorsky); "Our Children's Best Advocates: The Amazing Power of the LD Parent" (Susan Lapinski); "The Learning Disabled Child and the Home" (Cheryl G. Tuttle and Penny Paquette); and "Education beyond Classroom Walls: The Newgrange Community Outreach Center" (Kate O'Neill). Information about the National Center for Learning Disabilities is appended, along with a resource list. (JDD)

ED 372 550 EC 303 182

Bruno, Paula
Career Awareness Resources for Exceptional Students (Project CARES) 1992-93. Final Evaluation Report. OER Report.

PUB DATE- 13 Sep 93
NOTE- 45p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit. Funds were provided by the Transitional Bilingual Education grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Career Awareness; Computer Literacy; *Disabilities; *English (Second Language); High Schools; Independent Living; *Intervention; Language Arts; *Limited English Speaking; Parent Participation; Program Effectiveness; Spanish Speaking; Student Educational Objectives
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project CARES NY

Project CARES (Career Awareness Resources for Exceptional Students) served a total of 137 high school students with limited English proficiency and disabilities. The Title VII (Elementary and Secondary Education Act) funded program functioned in two Bronx (New York City) schools. The program provided instruction in English as a second language, in native language arts, and in the content areas of mathematics, science, and social studies. The program stressed career awareness and computer literacy and the attainment of independent life skills. Teachers had the opportunity to attend weekly staff development meetings which focused on such topics as multicultural education, integration of computer-assisted instruction within the curriculum, working with parents, counseling goals, English as a Second Language (ESL), behavior management, and infusion of career education. The Project sought to establish an active parental component by offering career conferences, open school days/evenings, and adult ESL. The Project met most of its objectives. The need for an appropriate means of evaluating growth in English language proficiency is stressed. Appendices include lists of instructional and curriculum materials, schedules of instruction, and questionnaires. (Author/DB)

emotional disabilities concerning educational outcomes and indicators. The rating scale is based on the conceptual model proposed by the National Center on Education Outcomes and asks for judgments on the feasibility and relevance of potential indicators for objectives in each of the model's eight domains: (1) presence and participation; (2) accommodation and adaption; (3) physical health; (4) responsibility and independence; (5) contribution and citizenship; (6) academic and functional literacy; (7) personal and social adjustment; and (8) satisfaction. Results of giving the survey to 102 respondents are summarized for each outcome and objective. Also included are various forms for tracking student program change data and individual student achievement, a follow-up interview guide for school leavers, and a program effectiveness questionnaire for parents. (DB)

Consultation Programs; *Gifted; Grade 4; Heterogeneous Grouping; *Inservice Teacher Education; Intermediate Grades; Mainstreaming; Program Effectiveness; *Questioning Techniques; *Talent; Teacher Attitudes; *Teaching Methods; Workshops
IDENTIFIERS- *Blooms Taxonomy; Taba (Hilda)

A 3-month practicum utilized teacher workshops and biweekly consultation to provide all fourth grade teachers (N=11) in a public school district with higher level questioning strategies to meet gifted students' cognitive needs. A total of six fourth grade students were identified as gifted and talented. At the workshops, higher level questioning strategies, based on Bloom's Taxonomy and Hilda Taba's Concept Development and Interpretation of Data, were modeled. Teachers used these strategies in their daily questioning routines. Strategy implementation was individually addressed in biweekly consultations. Analysis of pre-post samples of questioning strategies indicated that teachers were using the strategies and that questions were of a significantly higher level. However, an attitude survey of teachers indicated that teachers continued to feel unsure about their ability to meet the needs of these students in the regular classroom and desired additional support. Students achieved a 7.27 percent improvement on the Ross Test of Higher Cognitive Processes. Appendices include the teacher attitude survey, question/statement components classified according to Bloom's taxonomy, results of analysis of teachers pre-post question samples based on Bloom's taxonomy, sample pre-post questions, and results of the pre-post cognitive test given to students. (Contains 25 references.) (DB)

peoples of the country. Government sanctioned policy and practice, as well as the grassroots efforts of the Indian population, both aim to influence language behavior and both have ultimately been directed at social and political goals. Government language planning until recently has sought to unify the diverse nation through Hispanicization and acculturation into the mainstream Spanish-based culture. During the last several decades, Indian organizations have sought to promote indigenous languages and the maintenance of Indian culture through bilingual and bicultural schools and programs controlled by the Indians themselves. Several of the education programs are examined. During the 1980s the government recognized bilingual education, largely due to the increasing political influence of Indian groups. (MDM)

ED 372 611 FL 022 296

Loheyde, Kristin; Kunz, Nancy
"Yes I Think It's You": A Discussion of Intercultural Communication.
PUB DATE- 94
NOTE- 22p.; For complete volume in which this paper appears, see FL 022 292.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- College Students; *Communication Problems; Cross Cultural Studies; Cultural Influences; English (Second Language); *Foreign Students; Higher Education; Intensive Language Courses; *Intercultural Communication; *Language Usage; *Limited English Speaking; Oral Language; Questionnaires; Second Language Programs; Tape Recordings

This paper reports on a study of the oral communication between international university students in an intensive English program (IEP) and office support staff at the IEP office. The study was based on audiotaped observations and interviews of students and office staff, along with questionnaires distributed to all 150 students enrolled in the IEP. It found that miscommunication often occurred due to differences in social and grammatical construction by the speakers. The paper offers suggestions for improving communication between office staff and IEP students, including the development of a staff training program, information booklets for students, and an IEP student center. Three appendixes provide copies of the student questionnaire, questionnaire responses, and a conversation transcript. (MDM)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingual Students; *Classroom Communication; Classroom Environment; Classroom Techniques; Discourse Analysis; *English (Second Language); *Group Dynamics; Language Patterns; Language Styles; *Literacy Education; Persuasive Discourse; Primary Education; *Spanish Speaking

A study investigated the interpersonal dynamics occurring in an ungraded bilingual education class of native Spanish-speaking students in an ungraded primary classroom (with 10-12 students each from grades one, two, and three) at Garamond Elementary School in a working class community southeast of Los Angeles, California. Six classroom sessions were taped for discourse analysis focusing on the language patterns used by students and the ways students positioned themselves through language in relation to each other. One session was conducted entirely by students. Data were also drawn from observation, student and teacher interviews, and written work spanning six months. Analysis of the data suggest two common patterns of verbal expression: (1) a direct, argumentative form in which individuals overtly position themselves, in relation to other students, as for or against particular arguments; and (2) introduction of new ideas into discussion without argumentative positioning, often in the forms of helpful suggestions or comments. The class session conducted by students, late in the year, illustrates these two dynamics and the fact that the students have internalized a basic framework for argumentation. Similar patterns also appeared in teacher-led classes and were influenced by the teacher's participation. It is proposed that such interactions are influential in helping students organize thinking and use language in specific ways, and can influence literacy development and self-expression. A brief bibliography is included. (MSE)

containing a phonetic error only. A group of 124 Florida college freshmen then heard the speech samples and completed a semantic differential scale questionnaire for each. Analysis revealed significant differences in reactions across languages and error types. Phonetic error was rated lower than grammatical error, despite the fact that grammatical errors sometimes obscured meaning while phonetic errors did not. Spanish and German accents were rated about the same, but the Arabic accent was rated lower than the others. It is suggested that American students be taught greater tolerance of international students' speech. The appendix includes one table and two graphs. Contains 38 references. (MSE)

ED 372 654 FL 022 400

Deverell, Gweneth
Setting Reading Component Objectives for an Integrated EAP Course.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (28th, Singapore, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; Discourse Analysis; *Educational Objectives; English (Second Language); *English for Academic Purposes; Foreign Countries; Higher Education; *History Instruction; *Instructional Design; Interdisciplinary Approach; *Reading Instruction; Second Language Instruction
IDENTIFIERS- Fiji

The process of setting objectives for the reading component of an English for Academic Purposes (EAP) course at Suva University in Fiji is described. The course is taken concurrently with a history course whose reading component is integrated into the EAP curriculum and whose specified objectives were to be facilitated by the EAP instruction. The history teachers were not generally available for consultation but did provide a list of their own instructional objectives. The process described occurred in three stages. The first involved study of the assigned text to clarify objectives and expectations. From this stage, three kinds of objectives emerged: broad; those related to reading strategies; and those related to text type. The second stage focused on assessment of current assignments and development of assignments related to those objectives. In stage three, the readings were analyzed to determine whether students would require skills other than those already stated. This involved a genre analysis of history research articles to determine the basic patterns of text organization and language used. The objectives and assignments resulting from the first two stages are presented and the text analysis is summarized. A sample of genre analysis and a brief bibliography are appended. (MSE)

ED 372 655 FL 022 507

Kauffman, Dorothy; And Others
Content-ESL across the USA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingual Education; Community Involvement; Curriculum Design; Elementary Secondary Education; *English (Second Language); Federal Legislation; Instructional Materials; Language Tests; Local Legislation; Professional Development; *Program Design; Program Implementation; Public Schools; Second Language Instruction; State Legislation; Student Characteristics; Student Evaluation; Surveys; Teacher Certification; *Teaching Methods; Testing
IDENTIFIERS- *Content Area Teaching; Native Language; United States

This book highlights information from a project that focused on where and how content-based English-as-a-Second-Language (ESL) instruction has been implemented in pre-K through Grade 12 classrooms in public schools across the United States. A database was constructed of 3,000 public schools that have content-ESL programs. Descriptions of the programs were obtained through two questionnaires, by telephone, and from 2-day site visits conducted at 20 schools. The book is based primarily on the field reports of the 20 site visits but contains, in addition, highlights of the survey. It is for educators interested in learning more about content-ESL programs in other schools and provides information on designing a program, implementing or modifying a program, or sustaining an existing program. Part 1 describes the students who were observed and interviewed for the study; actions taken to meet federal, state, and district-level mandates; in-take, placement, and exit procedures; program designs; and curricula used at the school sites. Part 2 observes how teachers make content and language modifications and use a variety of resources to help students acquire academic concepts. The use of native languages and cultures in instruction and the assessment tools used to measure students' content achievement and English proficiency are discussed. Part 3 looks at what the site schools are doing in the way of professional development and community involvement. (Contains 54 references.) (VWL)

ED 372 656 FL 800 675

Porter, Catherine; And Others
Communicative ESL Teaching. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 123p.; For related guides, see ED 368 942-949.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Assignments;

ED 372 675 HE 027 559

McKinnon, Norma Cole
Evaluating the Evaluators.
PUB DATE- Aug 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Evaluation; Evaluation Criteria; Evaluation Methods; Foreign Countries; Higher Education; Policy Formation; Program Development
IDENTIFIERS- *Atlantic Baptist College NB

Atlantic Baptist College (New Brunswick, Canada) developed an evaluation instrument for administrators designed to assess their evaluation work. An ad hoc Staff Evaluation Committee, composed of one senior administrator and individuals (elected by their peers) from across all four institutional departments was responsible for development and adoption of the administrator evaluation instrument. This committee reviewed higher education literature on the subject, solicited evaluation documents from other liberal arts universities, and from these developed a draft instrument which they forwarded to an Administrative Committee for response. Their responses led to revisions for a second draft which was later approved by the Administrative Committee and the Board of Governors. The instrument is attached along with additional information on performance levels. (JB)

ED 372 676 HE 027 560

Simpson, Ronald D.; Frost, Susan H.
Inside College: Undergraduate Education for the Future.
PUB DATE- 93
NOTE- 275p.; Foreword by Sven Groennings.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Access to Education; College Students; Competition; Cultural Differences; Curriculum Development; Diversity (Institutional); Economic Factors; Educational Change; Educational Trends; *Futures (of Society); Global Approach; *Higher Education; Human Capital; Instructional Development; International Education; Safety; Social Influences; Student Financial Aid; Technological Advancement; *Undergraduate Study
IDENTIFIERS- Diversity (Student)

This book examines current national and international issues tin higher education. Among issues addressed are: (1) the effect of racial, gender, and cultural issues on students and faculty; (2) the special needs of traditional age and adult freshmen; (3) the growing concerns about on- and off-campus safety; (4) the new blending of international perspective and the curricula; (5) controversies surrounding academics and athletics; (6) financial aid for diverse student populations; and (7) the influence of technology on teaching and learning. The book urges students to utilize their college experience as a connecting point between the structured learning of the classroom and the unstructured learning environment of the outside world. Specific chapters address: the legacy of higher education; critical views of higher education; current trends

ED 372 695 HE 027 580

Morgan, Frank; Broyles, Susan
Degrees and Other Awards Conferred by Institutions of Higher Education: 1991-92. E.D. TABS.
PUB DATE- Jul 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Associate Degrees; Bachelors Degrees; Blacks; *Colleges; *Degrees (Academic); Demography; Doctoral Degrees; Educational Trends; Females; Higher Education; Hispanic Americans; Males; Masters Degrees; Minority Groups; Professional Education; Sex Differences; *Tables (Data); Whites
IDENTIFIERS- Integrated Postsecondary Education Data System

This report presents data on degrees conferred during the 1991-92 academic year by 3,615 of the nation's accredited higher education institutions. The data were a subset taken from Integrated Postsecondary Education Data System (IPEDS) which collects information on number of degrees conferred by level of award, field of study and sex of recipient. Racial/ethnic data were collected by major field or discipline. Data are detailed in 10 tables. Findings reported include the following: (1) institutions conferred more than 2.1 million degrees in academic year 1991-92; (2) of these, 24 percent were associate's degrees, 54 percent were bachelor's degrees, 17 percent were master's degrees, 2 percent were doctorates, and 4 percent were first-professional degrees; (3) the number of all degrees awarded was up 4.1 percent over the previous year with about one half of the increase in bachelor's degrees and with women receiving almost 61 percent of the increase; (4) percentage gains in number of degrees awarded to minorities were as high as 10 percent more to Asians and Pacific Islanders, 9 percent more to American Indians, and 8 and 7 percent more to Hispanics and Blacks, non-Hispanics, respectively; (5) as a whole minorities increased their relative share of all degrees by .5 percent; and (6) minorities received only about 14 percent of all degrees awarded in 1991-92. (JB)

ED 372 696 HE 027 581

Jefferson, Anne L.
The Price To Pay.
PUB DATE- 94
NOTE- 16p.; Faint print throughout.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; *Financial Support; Foreign Countries; *Government Role; Government School Relationship; Higher Education; State Federal Aid; State Universities
IDENTIFIERS- Canada; *Canadian Government; Ontario University System

This paper discusses the funding status of Canadian universities which are referred to as "creatures of the provinces" as their principal funding comes from the provincial governments. Their other main source of funds is tuition and academic fees which are themselves subject to government regulations. Together, 78

ED 372 715 HE 027 670

Barnett, Ronald, Ed.
Academic Community: Discourse or Discord? Higher Education Policy Series 20.
PUB DATE- 94
NOTE- 202p.; Based on the Annual Conference of the Higher Education Foundation (London, England, United Kingdom, 1991).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *College Curriculum; *Collegiality; Community Characteristics; Community Cooperation; *Community Coordination; Foreign Countries; Higher Education; Intellectual Disciplines; Interprofessional Relationship; *Organizational Climate
IDENTIFIERS- *Academic Community

This collection of 12 author-contributed papers examines the notion of "academic community" within and among institutions of higher education. Papers are grouped into four sections which examine the idea of academic community, community through academic inquiry, community through curriculum, and community through organization, respectively. Papers have the following titles and authors: (1) "Recovering an Academic Community: Above But Not Beyond" (Ronald Barnett); (2) "Divide and Rule" (Peter Scott); (3) "Maps of Knowledge: Do They Form an Atlas?" (John Wyatt); (4) "Interdisciplinarity and Community" (Tony Becher); (5) "Towards a Common/Universal Language" (Kenneth Wilson); (6) "Towards a New Enlightenment: What the Task of Creating Civilisation Has to Learn from the Success of Modern Science" (Nicholas Maxwell); (7) "Levels of Discord" (Roy Niblett); (8) "The Power of Language" (Marjorie Reeves); (9) "Transferring Learning in Higher Education: Problems and Possibilities" (Anne Griffin); (10) "Creating a Learning Community on Campus" (Patricia Roberts); (11) "Creating Community Among Teachers: A Case Study" (Christian Schumacher); and (12) "Recovering 'Academic Community': What Do We Mean?" (Ruth Finnegan). Each paper contains references. (DB)

ED 372 716 HE 027 671

Justiz, Manuel J., Ed.; And Others
Minorities in Higher Education.
PUB DATE- 94
NOTE- 385p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Access to Education; American Indians; Asian Americans; Black Students; *Cultural Differences; Demography; Doctoral Programs; Economic Factors; Educational Trends; Equal Education; *Ethnic Groups; Government Role; Graduate Study; *Higher Education; Hispanic Americans; Information Technology; *Minority Groups; Student Financial Aid; Teacher Education; Transfer Policy; Transfer Programs; Trend Analysis; Undergraduate Study
IDENTIFIERS- *Diversity (Faculty); *Diversity (Student)

This book presents 19 papers on efforts to increase the participation of members of minority groups in higher education. The papers are: (1) "Demographic Trends and the Challenges to American Higher Education" (Manuel Justiz); (2) "Three Realities: Minority Life in the United States--The Struggle for Economic Equity (adapted by Don M. Blandin); (3)

ED 372 735 IR 016 672

Olsson, Micael
Institutionalizing Radio Science in Papua New Guinea: A Response to Teacher Demand for Interactive Radio Instruction. LearnTech Case Study Series No. 2.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Apr 94
NOTE- 42p.; For case study no. 1, see ED 371 715.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Developing Nations; *Distance Education; *Educational Radio; Educational Technology; Elementary Secondary Education; Financial Support; Foreign Countries; *Program Development; Science Instruction; *Teacher Attitudes; Teacher Role; Technological Advancement
IDENTIFIERS- *Interactive Radio; *Papua New Guinea

The rising demand over the past 2 years for interactive radio instruction (IRI) in Papua New Guinea has been unexpected and has come primarily from educators who have seen the difference it can make in the classroom. This enthusiasm was unexpected because it was not clear at the end of the Papua New Guinea Radio Science Project in 1990 how extensively funding cuts had affected its impact. Since then the government and educators in Papua New Guinea have asked for other core material to be adapted for radio broadcasts. Teacher demand is playing a vital role in the overall institutionalization of IRI in Papua New Guinea because planners recognized its importance in the change process. Because the driving force is coming from teachers, the process is moving beyond the institutionalization of interactive radio to the institutionalization of interactivity itself. The adoption of the interactive character of the Radio Science program as the standard for all school radio instruction is beginning in Papua New Guinea. (Contains 11 references.) (SLD)

ED 372 736 IR 016 675

Resource-Based Learning: An Educational Model.
PUB DATE- 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavioral Objectives; *Cooperative Planning; *Course Integrated Library Instruction; Educational Change; Elementary Secondary Education; Foreign Countries; *Information Literacy; Information Utilization; Integrated Activities; *Librarian Teacher Cooperation; Library Role; Models; Program Implementation; *School Libraries; Teaching Methods
IDENTIFIERS- Manitoba; *Resource Based Learning

This document was prepared as a guide for educators in Manitoba (Canada) to facilitate the implementation of the resource-based learning model implicit in the province's curriculum guides from kindergarten through Senior 4 and to integrate the instructional programs of the classroom and the school library as specified by the provincial department of education. The

ED 372 757 IR 055 114

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 4p.; For Part II, see IR 055 115.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Grants; *Information Networks; *Information Sources; Lesson Plans; Library Catalogs; Online Systems; Reference Services; State Departments of Education; Technological Advancement
IDENTIFIERS- AskERIC; Electronic Books; ERIC Digests; Government Information; *Internet; Listservs; Pen Pals; Technology Plans; World Wide Web

Recently, Internet resources for the K-12 community have been appearing all over the United States. This digest lists various information resources available to K-12 educators over the Internet. Topics covered include: guides to Internet resources; lesson plans; keypals and penpals; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grant information; government information; state education departments; electronic books; reference resources; library catalogs; world wide web sites; and other resources. (Contains 11 references.) (JLB)

ED 372 758 IR 055 115

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 4p.; For Part I, see IR 055 114.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Networks; Educational Technology; *Electronic Mail; Elementary Secondary Education; Information Dissemination; *Information Networks; *Information Sources; Information Technology; Online Systems; Reference Services
IDENTIFIERS- AskERIC; ERIC Digests; *Internet; Listservs; USENET

The Internet is a vast computer network that consists of smaller interconnected computer networks. As K-12 schools connect to the Internet, a new means of communication opens up to educators and students. This digest describes some sample services and resources available to the K-12 community via electronic mail. Information sources covered in this digest are question answering services, including AskERIC; listservs or electronic discussion groups; and Usenet newsgroups, an electronic bulletin board system. (Contains 9 references.) (JLB)

ED 372 759 IR 055 116

ED 372 778   JC 930 189

Franco, Robert W., Ed.; Shimabukuro, James N., Ed.
Beyond the Classroom: International Education and the Community College. Volume III: Creating Institutional Links in Asia and the Pacific.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 100p.; For volumes I-II, see JC 930 187-JC 930 188; for volume IV, see JC 930 190.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Studies; Chinese Culture; Community Colleges; *Cultural Exchange; Foreign Countries; *Intercollegiate Cooperation; *International Educational Exchange; *International Programs; Two Year Colleges
IDENTIFIERS- *Asia Pacific Region; Japan

Part of a four-volume set in which community college educators discuss their efforts to internationalize the educational experience of the students and communities they serve, volume III in this series addresses the development of programmatic links among five two-year colleges and institutions in Japan, Taiwan, the People's Republic of China, Australia, American Samoa, the Federated States of Micronesia, Belau, and the Commonwealth of the Northern Marianas Islands. Volume III contains the following articles: (1) "Reflections on My Fulbright Experience," by Vinnie Linares; (2) "Fox Valley Technical College Goes 'Down Under,'" by Callie Zilinsky; (3) "Leeward Community College's Relationship with Beppu University," by John Conner and Kathi Hiyane-Brown; (4) "The Windward Community College-Kagawa Junior College Exchange Program," by Jean Hanna; (5) "A Japanese Experience," by Ibrahim Dik; (6) "Maui Community College and Chofu Gakuen Exchange Program," by Susan Terry; (7) "Maui's Sister College Relationship with Pingtung, Taiwan," by Ernie Rezents; (8) "Kapi'olani Food Service Training in Asia," by Ernst Hiltbrand and Mona Taga; (9) "Short-Term Technical Training in the U.S.-Associated Pacific Islands," by Marcia Armstrong; (10) "Building Business Education Training Links," by Trude Pang and David Nakamaejo; (11) "Building Pacific Island Networks," by Robert Franco and James Becker; and (12) "Marine Science Education across the Pacific," by David A. Krupp. Concluding comments discuss similarities and differences in the approaches of the colleges, successful implementation strategies, and future issues. (KP)

ED 372 779   JC 930 190

Franco, Robert W., Ed.; Snimabukuro, James N., Ed.
Beyond the Classroom: International Education and the Community College. Volume IV. Working with Local Business To Enhance Asian-Pacific Understanding.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 87p.; For volumes I-III, see JC 930 187-JC 930 189.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

ED 372 796 JC 940 434

Shipley, Dale
Outcome Based Education: Its Impact on Program Review and the Evaluation of Learners.
PUB DATE- 94
NOTE- 22p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Ottawa, Ontario, Canada, May 26-28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); *College Planning; Community Colleges; *Educational Assessment; Foreign Countries; Outcomes of Education; *Self Evaluation (Groups); *State Standards; Two Year Colleges
IDENTIFIERS- *Ontario; *Outcome Based Education

In March 1991, the College Standards and Accreditation Council (CSAC) Establishment Board, created by Canada's Minister of Education, proposed wide-ranging reforms for college education and training. This paper reviews some of the ways in which Algonquin College (AC), in Ontario, is planning to interface and articulate with CSAC initiatives to ensure full compliance and retain institutional autonomy. First, the CSAC initiatives are described for Ontario, indicating that they rely on learning outcomes as the basis for the definition of program standards and aim to establish system-wide outcome standards by province to ensure similar outcomes for similar college programs and demonstrate to the public that standards are being met. Next, characteristics of learning outcomes and how they are determined are reviewed, and information is presented on drafting learning outcomes statements. A curriculum model for outcomes-based education is then presented and assessment and evaluation strategies are discussed, including eight types of instruments or methods. Finally, the province-wide regulations for program review are described and the program review system at AC is detailed, including the use of critical performance indicators, cyclical program evaluation, ongoing program appraisal, program review, and the program review report. (KP)

ED 372 797 JC 940 435

O'Reilly, Robert C.
A Descriptive Comparison of Some Governance Characteristics in Selected Higher Education Institutions, U.S. and U.K.
PUB DATE- 18 Jul 94
NOTE- 27p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Board Administrator Relationship; *College Administration; Community Colleges; Community Control; Comparative Analysis; Foreign Countries; *Governance; *Governing Boards; Peer Institutions; *Policy Formation; Rural Schools; Staff Meetings; Two Year Colleges; Urban Schools
IDENTIFIERS- United Kingdom; United States

ED 372 814 JC 940 457

Tolliver, Ella
Staff Actively Nurturing Diversity at Solano (SANDS): Faculty and Staff Diversity Grant, Solano Community College. Final Report.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 31 Jul 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Community Colleges; *Diversity (Institutional); *Faculty Recruitment; *Organizational Climate; Organizational Development; Program Descriptions; Staff Development; Two Year Colleges
IDENTIFIERS- Solano Community College CA

A year-long project was undertaken at Solano Community College, in California, to establish a well organized and planned program to recruit and retain underrepresented faculty and staff, utilizing funds from a Faculty and Staff Diversity grant from the California Community Colleges' Office of the Chancellor. The first step was the formation of a diverse "crucial team" to identify weaknesses, adopt more effective recruiting strategies, improve hiring procedures, research successful programs, and develop a successful plan. The 18-member team received training on affirmative action, gender equity, and disability requirements and implemented a variety of campus enrichment activities, including educational forums, community outreach, part-time faculty orientation, networking of newly hired faculty, and preparation of a draft campus cultural diversity survey. Recommendations proposed by the team included the following: (1) on-going training on cultural diversity issues for faculty and staff to enhance sensitivity and awareness; (2) showcase Solano College with an open house for community leaders; (3) administer a campus climate survey; (4) hold lecture series and open forums on cross-cultural diversity; (5) develop on-going strategies for retention of underrepresented staff and faculty; (6) provide continuous orientation and training of part-time instructors; and (7) establish and maintain resources on cultural diversity. A list of resources, project memoranda, the draft cultural diversity survey, and other program materials are attached. (KP)

ED 372 815 JC 940 458

Isonio, Steven
Evaluation of the Focal Skills Pilot ESL Program at Golden West College, 1993-94.
PUB DATE- Aug 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Comparative Analysis; *Curriculum Design; Educational Strategies; *English (Second Language); *Outcomes of Education; Pilot Projects; *Second Language Instruction; Teaching Models; Two Year Colleges
IDENTIFIERS- *Focal Skills Approach; Golden West College CA

Beginning in fall 1993, Golden West College, in California, began pilot testing an English-as-a-Second-Language (ESL) course adapted from the Focal Skills approach, which features

ED 372 833 PS 022 498

Ball, Christopher
Start Right: The Importance of Early Learning.
PUB DATE- Mar 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Benefits; *Educational Change; Educational Quality; Educational Research; Foreign Countries; *Preschool Education; Program Descriptions; *Program Improvement; Program Proposals
IDENTIFIERS- Developmentally Appropriate Programs; *Quality Indicators; *United Kingdom

This British report demonstrates the importance of early learning as a preparation for effective education to promote social welfare and social order, and to develop a world-class workforce. It shows how countries benefit from providing good preschool education for children. Chapter 1 summarizes the case for the systematic public provision of high quality preschool education. Chapter 2 shows how research demonstrates the effectiveness of high quality preschool education in providing both social and educational benefits. Chapter 3 considers the early learning experiences and practices of other countries. Chapter 4 reviews the pattern of provision of preschool education in the United Kingdom. Chapter 5 considers the role of home and community, and chapter 6 discusses the nature of good practice and high quality provision for early learning. Chapter 7 offers a practical program for achieving the objective of providing good preschool education for all children. Chapter 8 summarizes the conclusions of the report and makes 17 recommendations addressed to parliament, educators, parents and the community, and the government. The report contains seven appendices that include statistics on early childhood services, a report on the impact of early learning on children's later development, and a summary of the High/Scope Perry Preschool Study. A list of suggested readings on early learning, containing over 70 titles, is included. (TJQ)

ED 372 834 PS 022 500

Homelessness: A Resource Guide for Grades 1-12. Helping Children and Youth To Understand and Be Involved.
PUB DATE- Mar 94
NOTE- 144p.; A special project of the Statewide Advisory Committee for the Education of Homeless Children and Youth supported via the McKinney Homeless Assistance Act, Subtitle VII-B, Administration.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; Community Responsibility; Community Role; *Disadvantaged; Elementary Secondary Education; Empathy; Government Role; *Homeless People; *Housing Needs; Lesson Plans; Public Service; *Student Participation
IDENTIFIERS- Compassion; Iowa

Developed by Iowa educators, this guide contains 23 sample lessons that offer guidelines for addressing the issue of homelessness with students in grades 1-12. The lesson plans were developed for varying age and ability levels, and slight

ED 372 851 PS 022 606

Reinventing Common Sense: Indicators of Well-Being for Iowa Children.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Child and Family Policy Center, Des Moines, IA.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Abuse; *Child Health; Children; *Child Welfare; Early Parenthood; Family (Sociological Unit); *Family Programs; Infant Mortality; Intervention; Predictor Variables; Prevention; Program Descriptions; *Quality of Life; Social Problems; Violence; *Well Being
IDENTIFIERS- *Family Support; Indicators; *Iowa

This report, the third annual publication of Iowa Kids Count, proposes that, by building upon effective system of support, and moving decision-making to the family and community level, solutions to the problems confronting today's youth can be found. The first section of this report summarizes the framework paper developed for the Kids Count Summit. It serves as the framework for the development of a strategic plan for Iowa's youth that will be achieved through an inclusive, statewide planning process involving five separate work groups. The second section of the report offers brief descriptions of current Iowa initiatives that are succeeding with very young children and their families. The programs share a common approach to helping families, yet represent a diversity of specific programmatic approaches upon which a prevention agenda can be built within communities. The final section provides current data on the eight indicators of child well-being used in previous reports: (1) infant mortality; (2) low birthweight; (3) child deaths; (4) teen violent deaths; (5) births to 16- and 17-year-olds; (6) teen unmarried births; (7) foster care; and (8) high school graduation. An additional indicator, child abuse, has been added. This section also includes comparisons among rural, small urban, and metropolitan statistics. (TJQ)

ED 372 852 PS 022 607

Chicago Kids Count: Community by Community Profiles of Child Well-Being.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Lloyd A. Fry Foundation, Chicago, IL.
PUB DATE- Mar 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; At Risk Persons; *Child Health; Children; *Child Welfare; *Economic Factors; *Educational Environment; Educational Quality; Family (Sociological Unit); Poverty; *Quality of Life; Special Needs Students; Urban Youth
IDENTIFIERS- *Illinois (Chicago); *Indicators; Voices for Illinois Children

This report provides a statistical portrait of child and family well-being in the city of Chicago. It presents up-to-date information from government sources and includes trend data where available. The report notes several patterns emerging

ED 372 870 PS 022 688

Fite, Katherine V.
Television and the Brain: A Review.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Brain Hemisphere Functions; Electroencephalography; Literature Reviews; *Mass Media Effects; Neurological Impairments; Social Influences; Technological Advancement; Television; *Television Viewing
IDENTIFIERS- Magnetic Resonance Imaging

In recent years, a number of claims have appeared in the popular media and press suggesting that television viewing has potentially detrimental effects on human brain development or activity. An extensive review of the published scientific literature finds that virtually no credible experimental evidence appears to exist in the current literature which specifically relates to the effects of television viewing on human brain development. A review of the scientific literature based upon the measurement of small electrical signals from the surface of the scalp as an indicator of cortical brain activity during television viewing revealed two major experimental findings. First, brain wave patterns occurring during TV viewing are quite similar to those that occur during other waking-state activities, suggesting that television viewing should not be characterized as producing a passive or inattentive activity in the brain. Second, television viewing does not appear to be primarily a "right brain" activity. Rather, both cortical hemispheres are involved in the information processing associated with the complex sensory and perceptual experiences that accompany television viewing. New research opportunities for investigating the relationships between television viewing and brain activity should emerge from advances in technology. However, television remains deeply embedded in a complex array of social and cultural factors and is subject to a broad spectrum of individual differences in information-processing capacity, perception, and cognition. (Author/HTH)

ED 372 871 PS 022 708

Niesman, Cindy S.
The Effect of Marital Violence on Maternal Parenting Style and Maternal Stress.
PUB DATE- Jun 93
NOTE- 77p.; M.Ed. Field Research Report, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Battered Women; Comparative Analysis; *Mothers; *Parent Child Relationship; Parenting Skills; *Stress Variables
IDENTIFIERS- Authoritative Parenting; *Marital Discord; Parenting Stress Index; *Parenting Styles; Stress (Biology)

A study examined the effect of extreme marital discord, involving abuse of the mother, on maternal parenting style and level of maternal stress. It was hypothesized that battered women experience a higher level of maternal stress and choose an authoritarian parenting style as a consequence of marital

ED 372 888 RC 019 701

Cox, Barbara, Ed.
Learning Communities in Teacher Education Programs: Four Success Stories.
PUB DATE- 93
NOTE- 33p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Demonstration Programs; *Educational Strategies; Elementary Secondary Education; Higher Education; Hispanic Americans; Mexican American Education; *Minority Group Teachers; *Program Descriptions; *Student Recruitment; *Teacher Education Programs; Universities
IDENTIFIERS- *Latinos; *Learning Communities; Student Support Services

This report describes a program implemented by the Tomas Rivera Center (Claremont, California) to increase the number of well-prepared Latino teachers. Based on the concept of learning communities, the program aims to reduce the isolation experienced by minority students, offer support services that help nontraditional students satisfy academic requirements, encourage professional development by linking students with minority teachers, and encourage young Latinos to consider teaching as a profession. In 1991, four university schools of education were chosen as demonstration research sites that would develop variations of a learning community model within 2 years. Sites included California State University (San Bernardino), San Diego State University, Southwest Texas State University (San Marcos), and University of Texas at El Paso. All four enrolled substantial numbers of Latino students. Programs are described in terms of goals, target population, key components including most successful program components, number of participating students, and areas for future development. In addition, each university is described in terms of location, faculty, number of students, and focus of teacher education programs. Participants indicated that the programs relieved their sense of isolation and helped them to complete class requirements, increase their level of responsibility, and improve their study skills. (LP)

ED 372 889 RC 019 702

The Public Mind: Views of Pennsylvania Citizens. Smoking, Education, Tax Reform, Crime Control, Welfare Reform, Health Care Reform. Report No. 6.
PUB DATE- May 94
NOTE- 58p.; For Report No. 5, see ED 362 347.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Crime; *Crime Prevention; *Educational Change; Elementary Secondary Education; *Finance Reform; Higher Education; *Public Opinion; Rural Areas; Rural Urban Differences; *Smoking; State Surveys; Tables (Data); Urban Areas; Welfare Services
IDENTIFIERS- *Health Care Reform; *Pennsylvania

The sixth annual survey conducted by the Rural Services Institute examined the opinions of Pennsylvania residents on crime control, welfare reform, smoking, and education reform

ED 372 906 SE 053 133

Frazier-Kouassi, Susan; And Others
Women in Mathematics and Physics: Inhibitors and Enhancers.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- Mar 92
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Career Choice; College Students; *Females; Higher Education; Literature Reviews; *Mathematics; Mathematics Achievement; Mathematics Education; *Physics; Science Education; Sex Differences; *Student Attitudes; Student Characteristics; Student Recruitment
IDENTIFIERS- *Women in Mathematics; *Women in Science

In response to a request by the Alfred P. Sloan Foundation to examine what attracted women to physics and mathematics, this report has two major goals: (1) to provide a literature review of published studies on women at the college and post college levels in science and mathematics; and (2) to present synopses of three studies carried out at the University of Michigan. The literature review is separated into five topics: (1) statistical trends about women in mathematics and physics; enrollment and graduation trends: decline in interest, and undergraduate programs producing students who earn advanced degrees; (2) enrollment and attrition studies investigating factors influencing women to pursue mathematics and science majors; (3) background characteristics of women in science, mathematics, and engineering; (4) determinants of women's achievement in mathematics and science (individual, environmental, and multiple factors); and (5) interventions employed to recruit and retain women in nontraditional fields of study. The three studies focused on what men and women in mathematics and physics courses believed enhanced and inhibited their decisions to pursue or not to pursue academic work and careers in mathematics and physics. The report ends with recommendations for institutional changes which would have the greatest impact on improving the academic experience of women in the fields of mathematics and physics. (Contains over 300 references.) (MDH)

ED 372 907 SE 053 446

Brothers, Chris; Fortner, Rosanne W.
Eating Like a Bird.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Ohio State Univ., Columbus. School of Natural Resources.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Birds; Class Activities; *Educational Games; Environmental Education; Habitats; Instructional Materials; Intermediate Grades; Junior High Schools; Learning Activities; *Ornithology; *Pesticides; Poisons; Teaching Guides; Wildlife
IDENTIFIERS- *Aquatic Life; Food Webs; Great Lakes

ED 372 925   SE 054 199

Foley, Jane
An Examination of How Elementary Administrators Help Teachers Change Their Beliefs about Teaching Mathematics and Guide the Process of Reform.
PUB DATE- 2 Oct 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Attitude Change; Beliefs; Case Studies; Cooperative Planning; *Educational Change; Elementary Education; Interviews; *Mathematics Instruction; *Mathematics Teachers; Models; *Principals; Questionnaires; *Teacher Administrator Relationship; Teacher Role
IDENTIFIERS- *Reform Efforts

Previous studies have examined the day-to-day behavior of principals in an attempt to identify specific, concrete behaviors that help teachers in their efforts toward improvement. But, there is still a gap in knowledge about principal interventions during the period in which decisions are made about prospective changes and reform, and plans for change are discussed, designed, and developed. To investigate this question, a study was conducted in select elementary schools that were identified as sites where teachers and principals had collaborated to accomplish improvements in their mathematics programs. At each elementary school, questionnaires were completed by the principal and one teacher who was actively involved in the change process, and two of the schools were chosen for on-site visits. The items on the questionnaire and in the on-site interviews focused on four domains: (1) principals' roles and actions, (2) the events of the change process, (3) teachers' roles in the change process, and (4) contextual factors contributing to change. The Model for Successful Change, a conceptual framework consisting of the four domains, was developed. Three major implications emerged from the study: (1) The role of the principal in the change process is crucial; (2) Even traditional teachers are willing to change their teaching methods and beliefs when empowered to make the decisions that impact their classrooms; and (3) A collaborative planning structure is successful. Contains 14 references. (MKR)

ED 372 926   SE 054 205

Haury, David L.; Rillero, Peter
Perspectives of Hands-On Science Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Books (010)
DESCRIPTORS- Elementary Education; Elementary School Science; Experiential Learning; Junior High Schools; Literature Reviews; *Manipulative Materials; Middle Schools; Process Education; *Science Activities; Science Education History; Science Equipment; *Science Instruction; Science Materials; Small Group

ED 372 945   SE 054 397

Martino, Amy M.; Maher, Carolyn A.
Teacher Questioning To Stimulate Justification and Generalization in Mathematics.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Generalization; Grade 3; Grade 4; Grade 5; Longitudinal Studies; *Mathematics Instruction; *Problem Solving; *Questioning Techniques; Teaching Methods
IDENTIFIERS- *Justification (Logic); New Jersey; Tower of Hanoi Problem

Through timely questioning, teachers can estimate a child's understanding of mathematical ideas. Hence, the type of question asked by the teacher must be connected to the student's present thinking about a solution. This paper illustrates and analyzes how timely questioning on the part of teachers helped third, fourth, and fifth grade students (n=150) from three school districts in New Jersey: (1) build powerful justifications to their solutions, (2) connect two problems which were isomorphic in structure, and (3) come to understand the strategies of others. Four episodes are presented from selected videotape data of teacher/student interactions to demonstrate the use of timely questioning. Contains 41 references. (MKR)

ED 372 946   SE 054 399

Leder, Gilah C.; Forgasz, Helen J.
Single-Sex Mathematics Classes in a Co-Educational Setting: A Case Study.
PUB DATE- Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Coeducation; Foreign Countries; Grade 10; High Schools; *High School Students; Mathematics Achievement; *Mathematics Instruction; *Parent Attitudes; *Sex Differences; *Student Attitudes; Surveys
IDENTIFIERS- Australia (Melbourne); *Single Sex Classes

Gender differences in mathematics learning continue to attract much research attention. Single-sex settings as the preferred option for improving schooling for girls have evoked fierce advocates as well as critics. This case study, undertaken in response to a specific request from a co-educational state school in the outer area of Melbourne, Australia, and with its maximum cooperation, examined both the shorter and longer term effects on students' attitudes and performance in mathematics of the introduction of single-sex mathematics classes at the grade 10 level. Important dimensions of the study included surveying students in as well as out of the program, seeking the reactions of parents to this initiative, and the

ED 372 968 SE 054 908

Heimlich, Joe E.
Using the Child's Environment To Teach at Home and School. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Air Pollution; *Conservation (Environment); *Ecological Factors; *Ecology; Elementary Secondary Education; Energy Conservation; *Environmental Education; *Family Involvement; Water Quality
IDENTIFIERS- *Chemicals; ERIC Digests; Household Products

This digest details how global concepts of environmental education, the basic principles of ecology, and the importance of environmental responsibility can be made concrete for children at home and at school. Topics discussed are: basic principles of ecology, "What is the home?"--teaching environment through the home, and living and the quality of life--consumerism. Some important issues of environmental concern which are discussed in detail are: energy, water, air, household chemicals, and nature and humans. The digest includes a list of 11 environmental education resources for families. (Contains 11 references.) (MKR)

ED 372 969 SE 055 049

Edwards, Thomas G.
Current Reform Efforts in Mathematics Education. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; *Inservice Teacher Education; *Mathematics Curriculum; *Mathematics Education; Teacher Education Programs; *Technology
IDENTIFIERS- ERIC Digests; *Reform Efforts

The current reform effort in mathematics education has its roots in the decade of the 1980's and the national reports that focused attention on an impending crisis in education, particularly in mathematics and science. Within this context, dozens of individual reform efforts have been initiated in recent years. Many have focused on the development of new curricula, others on teacher enhancement, some on both. Still others have taken the use of technology in mathematics instruction as their central theme. The projects listed in this digest are but a small sample of current efforts, but they serve to illustrate the diversity of programs nationwide. Programs discussed in this digest include: Connected Mathematics Project, Adventures of Jasper Woodbury, Maneuvers with Mathematics, Mathematics in Context, Quantitative Reasoning Project, University of Chicago School Mathematics

ED 372 987 SO 024 017

Thomas, R. Murray
Teaching Patriotism as a Moral Matter -- Indonesia and the United States.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Comparative and International Education Society's Western Regional (Los Angeles, CA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Classroom Techniques; *Cross Cultural Studies; Foreign Countries; General Education; Higher Education; *Moral Values; *Patriotism; *Political Socialization; Textbooks; Two Year Colleges
IDENTIFIERS- *Indonesia; Patriotism Instruction; *United States

With both the content and methods of instruction about patriotism differing from one society to another and within a given society from one educational institution to another, this paper describes a framework for analyzing the teaching of patriotism and illustrates how such a framework can be used in comparing patriotism instruction across societies and educational institutions. The illustrations are drawn from typical textbooks used in general-education courses that focus on national history and government in the first two years of college in Indonesia and in U.S. higher-education institutions particularly in two-year community colleges. After addressing the question of patriotism as a moral matter, the presentation describes an analytic framework for comparing the patriotism content of textbooks. Five influential conditions in Indonesia and the United States affect the nature of patriotism instruction: (1) demographic diversity; (2) sociocultural philosophy; (3) political stability; (4) locus of control; and (5) international relations. The textbooks from each country differ in behavior expected of patriots, treatment of controversial issues, assessment of past and present political figures in the nation, and appraisal of present and past government administrations. (Author/CK)

ED 372 988 SO 024 018

Sussmuth, Hans
One Germany, Two Identities? Challenges to Political Education in Germany Following Unification.
PUB DATE- 3 Mar 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Development; *Educational Environment; Elementary Secondary Education; Foreign Countries; *Group Unity; Political Attitudes; Political Divisions (Geographic); *Political Influences; Political Issues; Politics; Revolution
IDENTIFIERS- East Germany; *Germany; *Political Education; West Germany

After a discussion of the circumstances that led to the unification of the two German states, this paper then evaluates the challenges to political education in Germany after unification. Beginning with the focus by the media and politics on the effects of East German political changes on the two

ED 373 006 SO 024 309

Sexual Harassment in Employment Costs When...
PUB DATE- 92
NOTE- 6p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Employed Women; Employee Attitudes; *Employer Employee Relationship; *Equal Opportunities (Jobs); Quality of Working Life; *Sexual Harassment; *Work Environment
IDENTIFIERS- West Virginia

This brochure was developed by the West Virginia Project for the Elimination of Sex Discrimination to inform boards of education, school administrators, and other supervisory staff that sexual harassment in educational institutions is not simply inappropriate behavior. It is against the law. This document provides information to assist the state and its school districts with their legal obligations to prevent sexual harassment in employment. The goal of the West Virginia Board of Education is to provide all employees, both females and males, equal opportunities that include an environment that is free from sexual harassing influences or actions in the employment process. The booklet states that sexual harassment in employment costs when: (1) it undermines employees' work performance; (2) it affects employees' emotional well being, making them feel confused, angry, helpless, and alone; (3) it is used as a tactic to coerce or intimidate employees; and (4) it continues to happen unchecked. The document defines sexual harassment according to the Title VII guidelines. The following questions are discussed: (1) What have people done who have been harassed? (2) What can boards of education and administrators do to prevent sexual harassment? and (3) What is the legal basis for preventing sexual harassment in employment? A list of 7 sources is provided. (Author/DK)

ED 373 007 SO 024 316

Olson, Paul
A Voice for White Society: The Role of "The Virginia Gazette" during School Integration.
PUB DATE- 5 Jan 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Community; Black History; Blacks; Civil Rights; Community Influence; *Community Relations; Community Role; Cultural Interrelationships; Intergroup Relations; Mass Media Role; *Newspapers; Public Schools; Racial Integration; *Racial Relations; *School Desegregation; United States History; *Whites
IDENTIFIERS- *Virginia (Williamsburg); *Virginia Gazette

The limited coverage of blacks in "The Virginia Gazette" during integration marked a symbolic step toward greater, or equal inclusion of black society in the newspaper but proved far from fulfilling the newspaper's role as a community newspaper. Personal interaction between blacks and whites in Williamsburg

ED 373 024 SP 035 195

Middleton, E., Ed.; And Others
Recruitment and Retention of Minorities in Teacher Education: Performance Assessment. Proceedings of the National Conference (7th, Lexington, Kentucky, January 17 - 19, 1993).
PUB DATE- Jan 93
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Black Teachers; Communication Skills; Early Childhood Education; *Educational Assessment; *Educational Innovation; Elementary Secondary Education; Ethnic Groups; Higher Education; *Minority Group Teachers; Performance Factors; Preservice Teacher Education; Special Education; Teacher Education; *Teacher Persistence; *Teacher Recruitment; Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS- *Diversity (Faculty); Illinois; South Carolina; Texas

This conference proceedings monograph presents 20 papers describing initiatives that deal with the recruitment and retention of minorities in education. Papers have the following titles and authors: (1) "Recruitment and Retention of Minority Scholarship and Grant Recipients: Identifying Successful Models" (Teresa Unseld); (2) "An Early Intervention Model...Addressing Academic, Social, and Identity Issues that Affect the Advancement of African-American Students" (Anona P. Smith); (3) "Assessing an Afrocentric Approach to Mentoring" (Gwendolyn Webb Johnson; Clara Y. Young); (4) "Minorities Interested in Teaching Conference: A Response to the Shortage of Minority Teachers" (Patricia J. Larke and others); (5) "Out in the Breeze" (Darnell Jones); (6) "Assessing Student Communication Skills for the 90's Workplace: A NASA Case Study" (Karen Webb); (7) "A Collaborative Approach to Recruiting and Retaining Minorities in Teacher Education" (Brenda Pitts Haynes); (8) "Why the Disappearance of Afro-American Educators?" (Evelyn Blanch); (8) "Minority Teacher Recruitment and Retention in Early Childhood Exceptional Education" (Toni Jones, Lee Allen); (9) "Training Teachers for Diversity: A Model for Preparing and Retaining Minority Student Teachers" (Norvella Carter); (10) "Retention of African American Students in Higher Education" (Patricia Dardaine-Ragguet and others); (11) "Education and Corporate America: Policies and Practices that Impact the Recruitment and Retention of Minorities in Education" (Anne Dowling); (12) "Public School/University Partnerships: A Descriptive Assessment" (Glen Allen Doston, Samuel Hylton Bolden); (13) "Minority Mentoring--Can We Read Between the Numbers?" (Hugh P. Martin, Margaret Miller); (14) "Developing an Effective Collaborative Model for Recruitment and Retention of Minority Teachers in Texas Higher Education" (Emmanuel Nwagwu, Irvine Epps); (15) "Minority Recruitment Initiatives of the South Carolina Center for Teacher Recruitment" (Jacqueline Stanley, Terita Gusby-McCauley); (16) "Recruiting for a Better Tomorrow" (Betty Cox, Flora C. Hopkins); (17) "Pump It Up: Mathexcels--Increasing Minority, Appalachian, and Female Students" (Alan Zollman, Michael Freeman); (18) "Training Ethnically Minority Teachers: Performance Assessment of Graduate Projects at Illinois State University and Northeastern Illinois University" (Miryam Assaf-Keller, Rita Brusca); (19) "Abstract Premises" (Cornell Thomas); and (20) "A Study of the Relationship Between Noncognitive Variables and Performance on the Pre-Professional Skills Test" (Carol Maurice McClain). (LL)

ED 373 044 SP 035 385

Fire Safety for Consumers. Economics (High School). Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Aug 93
NOTE- 42p.; For other guides in the series, see SP 035 375-384.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Education; Economic Impact; *Economics Education; *Fire Protection; Grade 11; Grade 12; High Schools; Home Management; Instructional Materials; Learning Activities; Lesson Plans; Prevention; Responsibility; *Safety Education; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the high school economics component of a series of curriculum guides on fire and burn prevention. It is designed to meet the age-specific needs of eleventh and twelfth grade students. Objectives include: (1) developing an awareness of adult responsibilities to preserve family, property, and economy; (2) preparing for maintaining one's own home; and (3) examining U.S. history of fire and burn incidents. Texas essential elements of economics and consumer education that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Income and Outgo"; "Providing for the General Welfare"; "The Not-So-Secret Code"; "Insuring Your Valuables"; and "The materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 045 SP 035 389

McDonald, Joseph P.
Teaching: Making Sense of an Uncertain Craft.
PUB DATE- 92
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consciousness Raising; Elementary Secondary Education; Higher Education; Individual Development; Instruction; *Perspective Taking; *Professional Development; Role Perception; *Self Concept; Self Evaluation (Individuals); *Teacher Role; *Teaching (Occupation)

This book digs into the tensions, contradictions, and uncertainties of teaching. The book explores how to "read" teaching, which involves the application to practice and research of "simple if neglected things" like noticing, wondering, reflecting, and holding an impression in the grip of an idea. The first chapter discusses the productive uncertainties in teaching which must be acknowledged despite efforts of school improvement entrepreneurs, teacher educators, and researchers to present teaching as much simpler than it is. The book notes the importance of stepping "outside" the classroom to search for perspective on the events inside, and presents excerpts from a journal recording the author's

ED 373 064 TM 021 483

Verwey, C. T., Comp.; And Others
Education and Manpower Production (Blacks), No. 1, 1980-No. 13, 1992.
PUB DATE- 80
NOTE- 746p.; A publication of the Research Unit for Education System Planning.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Apartheid; *Blacks; Charts; Elementary Secondary Education; *Employment Potential; *Enrollment; Enrollment Trends; Foreign Countries; Geographic Distribution; Graphs; High School Graduates; *Labor Market; School Statistics; Tables (Data); Technical Education; Trend Analysis
IDENTIFIERS- *Manpower Planning; *South Africa

this document consists of the first 13 issues of a series published annually to give employers an indication of the potential black manpower in the schools of South Africa and the estimated flow of black manpower from the schools. Information is supplied in the spirit of the Manpower 2000 Project to ensure employment in southern Africa. The publication's purpose is to present the reader with a concise picture of formal school education in South Africa (the Republic of South Africa, plus the four independent states). As education in South Africa was still racially based during 1992, and therefore divided into education departments for Blacks, Coloreds, Asians, and Whites, the statistics reflect these divisions. It must, however, be kept in mind that while there might be pupils attending schools in departments for other races, the differentiation between the races is based on departments only. For instance, a black child in a white education department would have counted as a white child. The goal of this booklet is to put people interested in education in a position to draw not only sensible conclusions, but also to be enlightened to the real situation of education in South Africa as far as numbers, performance, and, to a lesser extent, facilities are concerned. The reports contain numerous tables representing various educational statistics for the different racial groups in South Africa. Some of these include population distribution, pupil enrollment, and enrollment forecasts. Maps include South African educational regions, and development regions. Appendixes include addresses for departments of education, universities, and teacher training colleges, divided by race. A diagram of the decentralized education structure in South Africa and the independent states of Transkei, Bophuthatswana, Venda, and Ciskei is included in the 1992 volume. (SLD/DK)

ED 373 065 TM 021 785

Nelson, David E.; Lawrence, Barbara J.
Utah's Major Student Assessment Programs.
PUB DATE- Mar 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; *Educational Assessment; Educational Policy;

ED 373 085 TM 021 974

Ackerman, Terry
Graphical Representation of Multidimensional Item Response Theory Analyses.
PUB DATE- Apr 94
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Achievement Tests; *Educational Assessment; *Item Response Theory; *Measurement Techniques; Scores; Test Items; *Test Use
IDENTIFIERS- Dimensionality (Tests); *Graphic Representation; *Multidimensionality (Tests)

The purpose of this paper is to demonstrate how graphical analyses can enhance the interpretation and understanding of multidimensional item-response theory (IRT) analyses. Conceptually many of the unidimensional IRT concepts such as item characteristic curves, information, etc., can be extended to multiple dimensions. However, as the dimensionality increases, new problems and issues arise, most notably how to represent these conceptual features within a multidimensional framework. This paper provides examples of different graphical representations including item-response surfaces, information vectors, and centroid plots of conditional two-dimensional ability distributions given the number-correct score. All of these are intended to supplement quantitative and substantive analyses and thereby help the testing practitioner determine more precisely what a test is measuring, the degree of the measurement precision, and the consistency of the assessment process. Fifteen figures illustrate the analyses. (Contains 13 references.) (Author/SLD)

ED 373 086 TM 021 975

Bolt, Daniel; Ackerman, Terry
An Examination of the Influence of Expository and Narrative Passages on the Dimensionality of the IGAP Reading Test.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For related documents, see TM 021 976-977.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; Context Effect; Correlation; Educational Objectives; Elementary School Students; Elementary Secondary Education; Factor Analysis; Grade 3; Grade 6; Grade 8; Grade 10; *Item Response Theory; Reading Achievement; Reading Comprehension; *Reading Tests; Secondary School Students; *State Programs; Test Format; *Testing Programs; *Test Results
IDENTIFIERS- *Dimensionality (Tests); Expository Text; Illinois; *Illinois Goal Assessment Program; Multidimensionality (Tests); Narrative Text

The 1993 Illinois Goal Assessment Program (IGAP) Reading Tests measured reading comprehension using both narrative and expository reading passages. Noticeable differences in mean

ED 373 106 TM 022 006

Chauvin, Sheila W.; Ellett, Chad D.
Exploring the Relationship between Teachers' Work Orientations and Their Perceptions of Principal Change Facilitator Style.
PUB DATE- Apr 94
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Correlation; *Elementary School Teachers; *Principals; *Secondary School Teachers; Self Concept; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Facilitators; *Work Orientation

This paper reports the results of an exploratory study of the relation between teachers' perceptions of bureaucratic and professional role orientations and their perceptions of the principal change-facilitator style. An additional focus was on the cultural aspects of school organizations involved in planned-change initiatives. The sample consisted of all teachers in 94 schools in Louisiana. Responses were received from approximately 40 percent of questionnaire recipients, for 1,921 usable teacher responses. Correlations between teachers' self-perceptions of Organizational Autonomy and perceptions of the principal change facilitator style were all negative in direction and very moderate in magnitude for the total sample of schools and by school level. Correlations between teacher responses for Bureaucratic Orientation and the principal change-facilitator style were positive, but similar in magnitude. Although what these results really reflect when considered collectively is not clear, what is apparent is the importance of teachers' beliefs and values in understanding how they perceive others and the organization. Three figures and three tables present study findings. An appendix contains conceptual definitions related to the principal change-facilitator style. (Contains 60 references.) (SLD)

ED 373 107 TM 022 007

Cheng, Maisy; And Others
The 1991 Every Secondary Student Survey, Part II: Detailed Profiles of Toronto's Secondary School Students. No. 204.
PUB DATE- 93
NOTE- 64p.; For Part I, see ED 351 385; for Part III, see TM 022 008; for the follow-up study; see TM 022 009.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Black Students; Demography; Educational Environment; Ethnic Groups; Foreign Countries; Higher Education; High Schools; High School Students; Immigrants; Non English Speaking; One Parent Family; *Profiles; Racial Differences; Sex Differences; *Socioeconomic Status; *Student Characteristics; Surveys; Track System (Education); Urban Schools
IDENTIFIERS- Language Minorities; Toronto Board of Education ON

In November 1991 a survey was conducted of all students in Toronto (Ontario, Canada) secondary schools. The initial report gave demographic information about the student population. This

Class Activities; Classroom Techniques; *Communicative Competence (Languages); Educational Strategies; *English (Second Language); Instructional Materials; Lesson Plans; Multilevel Classes (Second Language Instruction); Second Language Instruction; Teacher Education; Workshops

The guide is one of a series designed to assist adult basic education (ABE) and English-as-a-Second-Language (ESL) instructors, both professionals and volunteers, in developing teaching skills. The materials are intended for a two-workshop series, with activities for participants to accomplish between the sessions, which are scheduled ideally about two months apart. They are also designed to guide workshop leaders in modeling the adult learning principles upon which they are based. This packet addresses the use of the communicative method for ESL instruction. Introductory sections describe the series and the current packet and provide an overview of the workshops' objectives, schedule, and necessary materials. Subsequent sections contain a list of activities to be completed by the leader before the first session, an outline of the first session, trainer notes for the first session, supplementary materials for the trainer, a list of actions to be completed between sessions, an outline of the second workshop, trainer notes and supplementary materials for the second workshop, sample flyers and a participant questionnaire, masters for handouts and transparencies, notes on teaching multilevel classes, and the text of an article, offered as background reading. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 657 FL 800 772

Auerbach, Elsa; And Others
Bilingual Community Literacy Training Project. Final Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 93
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Bilingual Education Programs; *English (Second Language); Immigrants; Language Teachers; *Literacy Education; Program Descriptions; Program Evaluation; Refugees; Spanish; *Teacher Education Programs; Transitional Programs
IDENTIFIERS- Massachusetts (Boston)

A three-year, federally-funded program to train bilingual adult literacy and English-as-a-Second-Language (ESL) teachers to serve immigrants and refugees in the Boston (Massachusetts) area is reported and evaluated. A significant feature of the project was that it trained non-native-English-speaking community members to teach literacy skills and ESL to fellow community members at several centers serving different neighborhoods. The first two chapters describe the project's background, rationale, and structure. Chapters 3 and 4 describe the work of the project, first the training of teaching interns in monthly workshops and then the instruction provided to adult literacy learners. The program at one site that offered Spanish literacy instruction is highlighted in chapter 4. The last two chapters provide an evaluation of the project, including lessons learned and recommendations for future programming. Appended materials include: a description and evaluation of training workshops; sample teacher sharing minutes; sample evaluation tools, and samples of student writing. (MSE) and the new millennium; who goes to college and why; the organization of colleges and universities; teaching methods; curriculum; new ideas in learning at the postsecondary level; instructional development and technology; the relationship between athletics and academics; the new focus on international education; cost issues; long range planning; and new issues and new agendas. Includes an index. Contains extensive references for each chapter. (JB)

ED 372 677 HE 027 561

Teichler, Ulrich; And Others
Student Mobility within ERASMUS 1989/90. A Statistical Profile. Arbeitspapiere Nr. 28.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 93
NOTE- 96p.; For previous reports, see ED 336 009 and ED 342 350-351.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Colleges; College Students; Cooperative Programs; Data Analysis; Demography; Females; Financial Support; Foreign Countries; *Foreign Students; *Grants; Higher Education; International Cooperation; *International Educational Exchange; Males; *Student Characteristics; Student Exchange Programs; *Student Mobility; Study Abroad; Transfer Students
IDENTIFIERS- *ERASMUS Programme; *Europe; European Community; European Community Course Credit Trans Sys

This report provides an overview of student mobility between the member states of the European Community supported by the ERASMUS (European Community Action Scheme for the Mobility of University Students) Program in the academic year 1989-90, the third year of its implementation. It includes information on the Inter-University Cooperation Programs (ICP) and on the participating institutions of higher education and departments as well as on the students who were given an ERASMUS grant in that academic year. Information is also included on student mobility (size of programs, country of home institution and host country, field of study, timing of study period abroad, age, duration of study period abroad, gender, and student mobility grants); programs and participating institutions and units; students supported by ERASMUS (country of home institutions and host country, field of study, ratio of actual numbers of students to grants awarded, timing of study period, duration, and biographical profiles of participating students); ERASMUS mobility grants; "Free Movers" (participants under other conditions); the first year of the European Community Course Credit Transfer System (ECTS); and analysis of student reports based on a short questionnaire administered to all students on their return. (JB)

ED 372 678 HE 027 562

Managing the Federal Direct Student Loan Program. Hearing before the Human Resources and Intergovernmental Relations Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred Third Congress, First Session (June 10, 1993).
PUB DATE- 94
NOTE- 158p.

to 89 percent of university funds are controlled directly or indirectly by provincial governments. Thus they are expense driven institutions. Direct competition for funds with other public goals results in income uncertainty for universities as illustrated by the recent implementation of Ontario's "social contract" which targeted its universities for a $216 million cutback. When government responsibility to act in the public good conflicts with another public good, it courts economic and social damage. Given these problems, universities should start to exercise more of an entrepreneurial spirit to reshape their dependency on government funding. Universities must convince the private sector to become long-term financial contributors to the general operation of universities as a politically driven funding source can no longer serve as the primary source of university revenue. Successful tempering of the expense driven institution with these changes would create a more balanced support base. (Includes two tables on university revenues in 1992.) (JB)

ED 372 697 HE 027 582

Polis, A. Richard
Electronic Help for the Harried Team Chair.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Computer Oriented Programs; Computers; Computer Software; *Computer Uses in Education; Higher Education; Teamwork; Word Processing
IDENTIFIERS- Accreditation Standards

This paper describes one accreditation team leader's experience with coordinating the entire team accreditation review process on personal computer and offers 14 suggestions for future implementation. The leaders of the accreditation team describes pre-accreditation visit arrangements to facilitate the use of computers. He polled team members on their use of personal computers (PCs), whether they were International Business Machine (IBM) compatible or Macintosh compatible machines. They were also polled on their use of word processing software. Appropriate disks were then sent to each containing the pertinent accreditation standards and other information. Some problems with disk and program compatibility arose as team members each had unique combinations of hardware and different version of software. Before the campus visit, the leader met with the university's computer expert to review the machines that would be available. After some initial concerns, all members conducted their two days of interviews and research and recorded their evaluations with the help of their computers. At the visit's end, each participant turned in a written report on disk which later was merged, edited and mailed to the state Department of Education in both hard copy and disk form. (JB)

ED 372 698 HE 027 583

Dixon, Terry P.
A Discussion of Non-Traditional Outcomes Assessment Models.
PUB DATE- 24 Jul 94
NOTE- 6p.; Paper presented at the Annual National Conference of Academic Deans (48th, Stillwater, OK, July 24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

"Educational Equity and the Problem of Assessment" (Alexander W. Astin); (4) "Minorities and the New Information Technologies: Barriers and Opportunities" (Paul Resta); (5) "Financial Aid Strategies for Improving Minority Student Participation in Higher Education" (Arthur Hauptman and Patricia Smith); (6) "Funding Doctoral Studies for Minorities" (Sara Melendez); (7) "Clearing the Pathway: Improving Opportunities for Minority Students to Transfer" (Laura I. Rendon and Amaury Nora); (8) "The Transfer Function: Building Curricular Roadways across and among Higher Education Institutions" (Alison R. Bernstein and Judith S. Eaton); (9) "Hispanic Student Achievement" (Richard Duran); (10) "Progress of Hispanics in American Higher Education" (Alfredo de los Santos, Jr. and Anthony Rigual); (11) "The Participation of African Americans in American Higher Education" (Reginald Wilson); (12) "Maintaining the Competitive Tradition" (M. Joyce Payne); (13) "Higher Education Issues in Native American Communities" (Clara Sue Kidwell); (14) "Higher Education Issues in the Asian American Community" (Bob H. Suzuki); (15) "Assessment in Higher Education and the Preparation of Minority Teachers" (Manual Justiz and Marilyn Kameen); (16) "Minorities in Graduate Education: A Need to Regain Lost Momentum" (Mark Clark and Hector Garza); (17) "The Impasse on Faculty Diversity in Higher Education: A National Agenda" (Shirley Vining Brown); (18) "Equity in Higher Education: The State Role" (Patrick M. Callan); and (19) "An Optimistic Sense of Possibility" (Frank Newman). Papers contain references. (DB)

ED 372 717 HE 027 672

Greenwood, Addison
The National Assessment of College Student Learning: Identification of the Skills To Be Taught, Learned, and Assessed. A Report on the Proceedings of the Study Design Workshop (2nd, Arlington, Virginia, November 17-18, 1992). Research and Development Report.
PUB DATE- Aug 94
NOTE- 321p.; For related reports, see HE 027 673, ED 363 177, ED 359 856 and ED 346 808.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship; *College Outcomes Assessment; Communication Skills; *Critical Thinking; Delphi Technique; *Educational Assessment; *Educational Objectives; Higher Education; Listening Skills; *Problem Solving; Reading Skills; Speech Skills; Standards; Thinking Skills; Writing Skills
IDENTIFIERS- *Indicators; *National Education Goals 1990

This report presents the primary papers given at a 1992 workshop to identify specific higher order thinking and communication skills and to develop appropriate indicators of collegiate outcomes as suggested by Goal 5.5 of the National Education Goals formulated in 1990. This goal addressed improvement in college graduates' ability to "think critically, communicate effectively, and solve problems." Part 1 presents the five papers upon which the working groups built their discussions. These papers are: (1) "Skills for Citizenship" (Suzanne W. Morse); (2) "A National Assessment of Critical Thinking Skills in Adults: Taking Steps Toward the Goal" (Diane F. Halpern); (3) "Assessing Thinking: A Framework for Measuring Critical Thinking and Problem Solving Skills at the College Level" (David Perkins et al.); (4) "Assessing Speaking and Listening: Preliminary Considerations for a National Assessment" (John A. Daly); and (5) "No Guru, No Method, No Teacher: The guide will facilitate the implementation of the educational reform set out in recent department publications. Resource-based learning is an educational model that actively involves students, teachers, and teacher-librarians in the meaningful use of appropriate print, nonprint, and human resources. The model requires the services of a qualified teacher-librarian to assist teachers in integrating the use of school-library learning resources into their classroom programs in order for the model to be successful. This guide includes a description of the model and an outline of its implementation. (Contains 32 references, a set of learning goals, a glossary, suggestions for student presentations and learning units, 155 resources for classroom teachers, and a 23-item supplementary reading list.) (SLD)

ED 372 737 IR 016 676

An Expenditure Review of the Mississippi Authority for Educational Television and Related Foundations. Report to the Mississippi Legislature #300.
PUB DATE- 21 Jul 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administration; Broadcast Television; Cost Effectiveness; Educational Finance; *Educational Television; *Expenditures; Financial Support; Information Networks; Philanthropic Foundations; Policy Formation; Private Financial Support; Problems; Program Evaluation; Programming (Broadcast); Public Agencies; *Public Television; State Legislation; *State Programs
IDENTIFIERS- *Mississippi

The Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER) Committee of the Mississippi Legislature is authorized to review any public entity at the request of the legislature. In response to numerous allegations by agency employees and citizens and to anonymous complaints, the PEER Committee reviewed the Mississippi Authority for Educational Television (MAET) and the Foundation for Public Broadcasting in Mississippi (Foundation) and the Mississippians for Educational Broadcasting (MEB). Through its review of expenditures, PEER determined that the MAET Board compromised fulfilling its statutory responsibilities by relying exclusively on MAET managers to formulate policy without appropriate review and control. The MAET Board did not effectively supervise and control MAET's relationship with the Foundation, allowing MAET's executive management uncontrolled use of Foundation funds for questionable purposes and MAET administrative costs instead of for programming, as had been represented to donors. Twenty-four exhibits illustrate aspects of the expenditure review. Appendixes present the history of the Mississippi EdNet Institute and proposed legislation regarding appointment of board members. (SLD)

ED 372 738 IR 016 679

Jackson-Brown, Grace; Pershing, Gwendolyn
Comparisons of Graduate and Undergraduate End-Users of ERIC and PsycLIT on CD-ROM.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Association of College and Research Libraries National Conference (6th, Salt Lake City, UT, April 12-14, 1993).

Lance, Keith Curry
The Impact of School Library Media Centers on Academic Achievement. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 6p.; For the full report, see ED 353 989.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Learning Resources Centers; Librarians; Library Collections; Library Expenditures; Library Funding; *Library Role; *Library Services; Library Surveys; Media Specialists; Predictor Variables; *School Libraries
IDENTIFIERS- Colorado

This study was designed to update the existing research and to examine the relationship between library media programs and student achievement. The schools selected for the study sample were not selected on a random basis; rather, they were library media centers (LMCs) that responded to a 1989 survey of Colorado LMCs. The study relied entirely upon available data about LMCs. The findings of the study provided evidence to make these conclusions: (1) students with better funded LMCs tend to achieve higher average reading scores regardless of wealth or education level of the schools and community; (2) the size of the LMC's total staff and the size and variety of its collection are important characteristics which intervene between LMC expenditures and test performance; and (3) the role the school media specialist plays can influence test scores. (Contains 40 references.) (JLB)

ED 372 760 IR 055 117

Clark, Nancy Baker
The Perceived Performance of Services of Library Media Specialists in Member Schools of the Coalition of Essential Schools.
PUB DATE- 94
NOTE- 118p.; A Specialist in Education in Library Media Technology Scholarly Study, Georgia State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Educational Change; Educational Improvement; Elementary Secondary Education; *Learning Resources Centers; *Librarian Attitudes; *Library Services; *Media Specialists; Questionnaires; School Libraries; School Restructuring; School Surveys; *Teacher Attitudes
IDENTIFIERS- *Coalition of Essential Schools

The purpose of this study was to determine whether library media specialists and teachers perceived that the restructuring approach in the Coalition of Essential Schools has changed the performance of 37 services of library media specialists. The perceptions of library media specialists and teachers provided data to determine whether library media specialists performed those 37 services more, less, or the same in Coalition schools as compared with their performance of those same services in traditional schools. A questionnaire was administered to 151 randomly selected library media specialists and teachers in the member schools of the Coalition of Essential Schools. Responses from 60 library media specialists and 48 teachers provided the

DESCRIPTORS- *Asian Studies; Community Colleges; Cultural Awareness; *Employer Attitudes; *Intercultural Communication; *International Communication; International Trade; *Multicultural Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS- Asia Pacific Region
Part of a four-volume set in which community college educators discuss their efforts to internationalize the educational experience of the students and communities they serve, volume IV in this series focuses on the growing importance of community colleges in providing short-term, intensive training in international business and intercultural communication to meet the identified needs of local business. Volume IV contains the following essays: (1) "The Emerging Role of Community Colleges in International Business Training," by Thomas Snyder; (2) "The World Trade Center Institute," by Charlanne T. Nee; (3) "Enhancing Asian-Pacific Understanding in Hawai'i's Business Community," by Sharon Narimatsu; (4) "International Business Education and Training for the Fox Cities Area," by James Pierce; and (5) "Working with Local Business in the Kalamazoo Area," by Theo S. Sypris. Concluding comments discuss similarities and differences in the approaches of the colleges, successful implementation strategies, and future issues. An epilogue analyzes the international events of the past 18 months and argues for a merger of international and multicultural perspectives. (KP)

ED 372 780 JC 940 085

Burnside, Charles L., Ed.
TJCTA Messenger, A Publication of the Texas Junior College Teachers Association (TJCTA), Volumes XVIII-XXIV, Fall 1986-April 1993.
PUB DATE- 87
NOTE- 733p.; Usually published four times annually. Volumes 18, 21, and 22 had only 3 issues each.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; *Codes of Ethics; Community Colleges; Faculty College Relationship; Faculty Organizations; *Moral Values; Newsletters; Organizations (Groups); Teacher Associations; Teacher Role; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- Texas; Texas Junior College Teachers Association
Published by the Texas Junior College Teachers Association (TJCTA), this newsletter reviews events affecting Texas' community junior colleges and their faculty, chronicles the efforts and activities of the TJCTA, and provides a forum for discourse on topics in community college education. This document consists of all 25 newsletter issues published for volumes 18 through 24, during the 8-year period, Fall 1986-April 1993. (AA)

ED 372 781 JC 940 350

Davis, Fran; Steiger, Arlene
Feminist Pedagogy in the Physical Sciences.
SPONS. AGENCY- Quebec Dept. of Higher Education and Science, Quebec.
PUB DATE- Jun 93
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

A study was conducted to examine current concepts and procedures of community college governance in the United States and the United Kingdom. Agendas and minutes of board meetings were analyzed and interviews were conducted with administrators and board members at four institutions, one rural and one urban from each country. The participating colleges were Burton Manor College (BMC), in Cheshire, England; Blackpool and the Fylde College (BFC), in Lancashire, England; Mid-Plains Community College (MPCC), in North Platte, Nebraska; and Metropolitan Community College (MCC), in Omaha, Nebraska. At BMC the board was very political, as 9 of the 15 members were party-affiliated members of the local city council, while at BFC the board had to accommodate individuals involved in the predominant industries of the area. Board membership for both Nebraska institutions was open to the general citizenry, and no compensation was given to board members. The boards of all four colleges restructured themselves annually by electing their own officers, although the British did not utilize the operational committees employed at the Nebraska college boards. Unlike the Nebraska college boards, the British boards did not use Robert's Rules of Order and the board chair exerted a much stronger control over the meeting. While the Nebraska boards met in open session with mandatory voice votes, the British boards met in private session. Recommendations related to board membership, organization, and meetings. Contains 10 references; the interview guide is included. (MAB)

ED 372 798 JC 940 436

The Completion of Educational Programs in a Timely Manner. Report Submitted to the Higher Education Conducting Board.
PUB DATE- 15 Jan 90
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; *Attendance Patterns; *College Role; Community Colleges; Enrollment Influences; *Enrollment Trends; Statewide Planning; *Student Behavior; *Time on Task; *Two Year Colleges
IDENTIFIERS- Minnesota State Board for Community Colleges

In response to legislative mandate intended to curb a national trend toward students taking longer than the traditional two- and four-year time frame to complete educational degrees, the Minnesota State Board for Community Colleges conducted a study of factors in this trend; options for encouraging students to carry full credit loads; and nonfinancial impediments to timely completion. Factors mandated for study by the state and examined by the Board included: (1) tuition banding, which allows students at certain registration levels to take higher credit loads without paying additional tuition; (2) unavailability of courses; (3) expanded program requirements; (4) lack of student preparation; and (5) such changes in values and attitudes as financial concerns and the desire for broader educational experience. In addition, the Board examined differences in registration and enrollment among students, institutional treatment of different categories of students, and student advising, finding that while differences in treatment do not seem to affect completion rates, implementation of a new Computer Assisted Advising System will provide students and the colleges with more complete information about requirements and progress toward completion. While such improvements in the advising process represent one institutional option for influencing students' time to program instruction in intensive modules in listening, reading, writing, and general immersion. The listening and reading skills modules were offered in the fall 1993 semester, followed by the writing skills and immersion modules in spring 1994. To measure the effectiveness of the pilot courses, student performance in two sections, as measured by Focal Skills assessment instruments, was compared with that of students in two regular ESL sections during the fall 1993 semester. In addition, analyses were included of the continued skill development of pilot students through spring 1994 and ensuing course referrals. Results generally indicated that both the Focal Skills and comparison groups showed significant but comparable gains in reading and writing skills in the fall 1993 semester. Spring semester measurement showed that pilot students continued to make marked gains. Comparisons of the spring 1994 semester course referrals indicated a nonsignificant tendency for higher level course referrals for the pilot group students. At best, the results constituted marginal evidence for the effectiveness of the Focal Skills pilot. However, since the control and pilot students were not randomly assigned and were self-selected, caution must be taken in interpreting these findings and it is recommended that a second year pilot and evaluation be conducted. Data tables and a description of ESL courses at the college are attached. (Author/KP)

ED 372 816 JC 940 461

Wright, Frank; Fitzmorris, Carolyn
The Finishing Touch: Preparing the Report, the Staff and the Campus for the Visiting Team.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Meeting of the North Central Association (99th, Chicago, IL, March 27-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *College Planning; Committees; Community Colleges; Evaluation Utilization; *Institutional Evaluation; Organizational Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Site Visits

In preparation for an accreditation visit, Hutchinson Community College (HCC), in Kansas, conducted a self-study to determine if their institutional practices were consistent with their mission and undertook other activities to ensure a smooth site visit. A steering committee first prepared a self-study manual which identified the purpose, goals, and format of the self-study report and then prepared the report, which addressed general institutional requirements, basic institutional and demographic data, and plans resulting from the self-study. All full-time employees were given a copy of the report and biographies of the Kansas state appointed accreditation team members prior to the visit. The campus was spruced up in honor of the occasion and a hospitality committee made sure the team was comfortable. During the week following the visit, the steering committee decided to continue to develop strategies to assure implementation of team recommendations. The committee drafted a set of goals and objectives for the school president who reappointed the committee as the "NCA Monitoring Committee," to be responsible for: (1) addressing team recommendations; (2) monitoring the progress of implementation;

changes can make them usable in a variety of settings to accomplish many different purposes. Resources are identified throughout the guide. The first section contains 6 lessons for grades 1-5 and includes topics such as identifying basic needs for survival, homes around the world, and understanding homelessness. The second section is a whole-language unit for the middle school, grades 6, 7, and 8. The 12 lessons in this section address topics such as stereotyping and judging, problems related to homelessness, and empathy and compassion for the homeless. The third section, for grades 9-12, contains 23 lessons that cover topics such as when and why people become homeless, governments and homeless people, who is helping homeless people, and how to get involved. The guide includes a resource list of organizations and materials, and a list of participants in the Speaker's Bureau on Homelessness in Iowa. Contains 175 references. (TJQ)

ED 372 835 PS 022 501

Doherty, Gillian
Rural Child Care in Ontario. (La garde d'enfants dans les zones rurales de l'Ontario). Occasional Paper No. 4.
SPONS. AGENCY- Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.
PUB DATE- Jan 94
NOTE- 120p.; Paper prepared as a background paper for a conference on rural child care co-sponsored by the Ontario Ministry of Agriculture and Food, Ontario Ministry of Community and Social Services (Geneva Park, Orillia, Ontario, Canada, January 20-22, 1994). For related documents, see PS 022 502 and PS 022 503.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Caregivers; *Day Care; *Day Care Centers; Demography; Early Childhood Education; Employer Supported Day Care; Foreign Countries; *Government Role; *Rural Areas; Social Indicators; State Surveys; Surveys
IDENTIFIERS- *Ontario

This report provides an overview of child care in rural areas of Ontario. Chapter 1 outlines the paper's purpose, defining "child care" and "rural." It discusses the nature of rural Ontario in the 1990s and the need for child care in rural areas. Also, implications for child care provision in a rural context are highlighted. Chapter 2 reviews child care in Ontario with regard to the roles of different levels of government. Issues of child care availability, affordability, and quality are discussed, along with child care reform initiatives. Chapter 3 looks at rural child care in Ontario in terms of the characteristics of rural communities and characteristics of successful child care programs. Chapters 4 through 6 focus on rural center-based child care, regulated home child care, and the provision of care in the child's own home, including the special challenges and issues related to each setting. Chapter 7 considers resource centers, school-age care, and care for children with special needs. Finally, chapter 8 highlights programs in Alberta, Manitoba, Prince Edward Island, and Quebec that specifically target the needs of rural families. A list of key informants, demographic information, and information on the availability and affordability of child care in Ontario are topics covered in the four Appendices. (Contains a 37-item bibliography and from these data. Although the child population is shrinking, the proportion of children facing risk of educational failure, lack of adequate health care, and economic hardship is increasing. Also, the problems that children face are not isolated; children often face multiple risk factors in their communities. Though the serious problems examined in this report affect a broad range of children, a review of these statistics reveals a wide variance in the well-being of Chicago's white and minority populations. The report includes brief discussions of the following topics: (1) Kids First Agenda; (2) demographics; (3) education, with a close-up report on student mobility; (4) heath, with a close-up report on communities and health; (5) children with special needs, including a close-up report on teen mothers; and (6) economic security, with close-ups on issues of poverty and race, and on the working poor. The rest of the report consists of data for each community in the city and the city as a whole, arranged in the categories of education, health, economic security, and special needs. The report also includes a race and ethnicity table for the city and each community. (TJQ)

ED 372 853 PS 022 615

California: The State of Our Children 1993. Data Supplement.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adolescents; Child Abuse; *Child Health; Children; *Child Welfare; Day Care; Early Parenthood; *Family Environment; Foster Care; Homeless People; Hunger; Nutrition; Poverty; Pregnant Students; Prenatal Care; Substance Abuse; Youth Employment
IDENTIFIERS- *California; *Child Safety

This report informs the public about the welfare of California's children. Measuring the effectiveness of the efforts of all Californians, not just those of government agencies or other organizations responsible for children, the report measures California's performance on 27 benchmarks that, taken together, provide a statistical portrait of the whole child. The benchmarks are grouped into the five major categories of education, health, safety, teen years, and family life. Detailed data are provided for each of the 27 benchmarks. The benchmarks are: (1) dropout rate; (2) preschool education; (3) achievement scores; (4) SAT scores; (5) student-teacher ratio; (6) per pupil expenditures; (7) infant mortality; (8) late or no prenatal care; (9) inadequate immunization; (10) uninsured children; (11) use of a nutrition program; (12) mental health; (13) child abuse or neglect; (14) foster care; (15) drug exposed babies; (16) youth homicides; (17) college-bound students; (18) unemployed youth; (19) births to teens; (20) drug and alcohol use; (21) incarcerated juveniles; (22) child care; (23) homeless children; (24) public assistance payments; (25) hungry children; (26) child support; and (27) children in poverty. (TJQ)

ED 372 854 PS 022 621

Adamson, Peter, Ed.
The Progress of Nations: The Nations of the World Ranked According to Their Achievements in Child Health, Nutrition,

discord. Subjects were 30 mothers of children aged 3 months through 10 years. Fifteen mothers were in discordant marital relationships and were in a shelter for battered women. A comparison group of 15 mothers in nondiscordant relationships also participated. Average age of the subjects was 30. Subjects completed the Parenting Stress Index and participated in interviews to determine parenting style. Results indicated a statistically significant difference between groups in the mean total stress scores. With respect to parenting styles, no significant differences were found between the two groups in any of the parenting styles. Therefore, at least with this sample of maritally discordant mothers, the marital relationships may not have had an impact on their parenting style. Twelve of the maritally discordant mothers exhibited a preference for the authoritative parenting style, while 13 of the nondiscordant mothers preferred this style. The results suggest that experiencing marital violence has a significant effect on the level of maternal stress but not a significant effect on maternal parenting style. (Three appendixes contain copies of the Parental Stress Index, the parenting style interview, and interview response sheet.) (HTH)

ED 372 872 PS 022 710

Mrazek, David; And Others
A to Z Guide to Your Child's Behavior: A Parent's Easy and Authoritative Reference to Hundreds of Everyday Problems and Concerns from Birth to 12 Years.
PUB DATE- 93
NOTE- 325p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Behavior Development; Behavior Problems; *Child Behavior; *Child Development; Child Health; Childhood Needs; Child Psychology; *Child Rearing; Children; Developmental Stages; Developmental Tasks; Parent Child Relationship; Parent Influence; *Parenting Skills; Parent Materials; Personality

The product of a close collaboration between mental health and child development professionals, this book provides essential information about the many types of behaviors--both normal and atypical--that children can show, with a sensitivity to the complex issues that child behavior problems can sometimes create for mothers and fathers. Following an introduction to parenting skills such as active listening and rewards and time-outs, the book discusses various child behaviors, arranged in alphabetical order. The behaviors discussed include such common problems as bedwetting, biting, nightmares, and temper tantrums. Other less common problems discussed include: (1) anxiety; (2) compulsions; (3) depression; (4) reactions to divorce or death; (5) learned helplessness; (6) oppositional behavior; (7) perfectionism; (8) rocking; (9) cruelty to animals; and (10) staring. An appendix provides a chart of developmental tasks for different age ranges through age 12. (HTH)

ED 372 873 PS 022 713

Drazen, Shelley M.; Haust, Mary
Raising Reading Readiness in Low-Income Children by Parent Education. Draft.

proposals. Sixty percent of respondents believed that the most urgent issue facing Pennsylvania was violent crime and strongly supported measures to reduce the irresponsible use of guns, especially by minors. The majority of respondents supported welfare reform, but lacked a clear consensus about what actions would improve the welfare system. The majority of respondents believed that doctors should help terminally ill patients to commit suicide, were willing to pay higher taxes or higher insurance premiums to provide health care for uninsured residents, and favored a law that would require employers to provide health insurance for their employees. Additionally, the majority of respondents favored measures to reduce youth access to cigarettes. Respondents had mixed views on educational change issues, including providing condoms for high school students, allowing public school choice outside of resident district, and increasing the number of school days. Residents also responded to questions concerning property taxes, tax amnesty, and state income tax deductions for child care expenses. Responses to survey questions are broken down by rural/urban and regional residence, age, sex, marital status, parenthood status, educational level, political affiliation, and religious preference. Appendices include a map of rural and urban counties in Pennsylvania and a description of the survey sample. Contains maps and figures. (LP)

ED 372 890   RC 019 703

Help! They Don't Speak English Starter Kit for Teachers of Young Adults. Revised.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 93
NOTE- 193p.; Some drawings may not reproduce clearly. Earlier version developed by the Virginia Migrant Education Program.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adult Education; *Adult Learning; Cultural Background; Dropouts; *English (Second Language); Haitians; Limited English Speaking; Mexican Americans; *Migrant Education; *Second Language Instruction; Student Evaluation; *Teaching Methods; *Young Adults

This resource guide for educators of limited-English-proficient (LEP) migrant students targets survival English for adolescent and adult students. The initial section describes the adult migrant as student and discusses adult language acquisition, English-as-a-Second-Language (ESL) teaching methods, principles of adult learning, and tips for new ESL teachers. The section on "Survival English" contains sample lessons taken from a variety of survival English texts at various difficulty levels. The lessons include reproducible worksheets. A section on teaching techniques includes specific instructional strategies, such as total physical response and whole language, that are particularly useful with LEP students. The assessment section contains examples of informal assessments for determining levels of English language proficiency. The culture section presents observations about the Mexican-American and Haitian cultures. The guide provides names, addresses, and telephone numbers of resource agencies that offer teaching services and materials for LEP students. A section titled "Dropouts: Ways to Retrieve and Help Them" includes strategies for finding this hard-to-reach population and recommendations for continuing their education. The guide also includes a short annotated bibliography and several additional readings. (KS)

This teacher guide and student workbook set contains two learning activities, designed for fifth through ninth grade students, that concentrate on the adaptations of shorebird beaks for a variety of habitats and food sources, and the effect of toxic chemicals in the food chain on the birds. In activity A, students discover how shorebirds are adapted for feeding by simulating species of shorebirds with beaks of different shapes and sizes, using everyday objects. They gather different food items with different beak types. They compare feeding success and survival to these adaptations. In activity B, students play a tag game simulating organisms in a food chain and observe the concentration of toxic chemicals through the food chain. As prerequisites for participation in these activities, students should be somewhat familiar with the concepts of adaptation and food chains and be able to construct bar graphs. The teacher's guide includes additional information to aid in processing the activities. Extension activities are provided along with suggested references, review questions and student worksheets. (MCO)

ED 372 908 SE 053 447

Brothers, Chris; And Others
Lake Layers: Stratification.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Ohio State Univ., Columbus. School of Natural Resources.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Educational Games; Environmental Education; Graphs; Habitats; Instructional Materials; Intermediate Grades; Junior High Schools; Learning Activities; Teaching Guides; Temperature; *Thermal Environment; *Water; *Water Quality
IDENTIFIERS- Great Lakes; *Hypoxin; Oxygen; *Stratification

This teacher guide and student workbook set contains two learning activities, designed for fifth through ninth grade students, that concentrate on lake stratification and water quality. In the activities students model the seasonal temperature changes that occur in temperate lakes and observe the resulting stratification of lake waters. Students then relate stratification to water quality within the lake. As prerequisites for these activities, it is recommended that students be able to record data in chart form and prepare graphs of temperature versus depth. In addition, they should be able to use a scale to weigh a flask of water, to read thermometers, and to measure with rulers; they should also be somewhat familiar with perimeter and area. The teacher's guide includes additional information to aid in processing the activities. Extension activities are provided along with suggested references, review questions and student worksheets. (MCO)

ED 372 909 SE 053 448

Brothers, Chris; And Others
Nutrients in the Great Lakes. Teacher's Guide and Student Workbook.

Instruction; *Student Evaluation; Teacher Education
IDENTIFIERS- *Hands on Science

This book presents answers to frequently asked questions about hands-on approaches to science teaching and learning. The questions were formulated by speaking with teachers and teacher educators. Variations of the questions are frequently asked by both experienced and novice teachers. A wide range of answers are presented in a triangulated approach. The first perspective for each question is the teacher's response, the second perspective, the responses of hands-on science developers, and the third perspective comes from a review of the literature in science education that incorporates findings, conclusions, assertions, and recommendations that seem to respond in spirit to the questions posed. The chapters in this book include: (1) What is hands-on learning, and is it just a fad? (2) What are the benefits of hands-on learning? How do I justify a hands-on approach? (3) How does a hands-on science approach fit into a textbook-centered science program? (4) How can practicing teachers gain experience with hands-on methods? (5) Where do I find resources to develop hands-on activities? (6) How is hands-on learning evaluated? (7) What are some strategies for helping students work in groups? (8) How does or should the use of hands-on materials vary with age? (9) Hands-on science can be expensive. How do I get materials and equipment? and (10) Where do you keep materials and equipment once you get them? Three appendixes include: (1) a list of acronyms; (2) an annotated bibliography of selected materials that support an activity-based approach to science teaching (curriculum guides, supplementary materials, program frameworks, and planning resources); and (3) an ERIC Digest "Assessing Student Performance in Science." (Contains more than 125 references.) (PR)

ED 372 927 SE 054 209

Munro, John
Multiple Intelligences and Mathematics Teaching.
PUB DATE- Jan 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Concept Formation; Elementary Secondary Education; Foreign Countries; *Individual Characteristics; *Learning Modalities; *Mathematics Instruction; Models; *Schemata (Cognition)
IDENTIFIERS- *Multiple Intelligences; Representational Thinking

This paper examines a model of individual ways of learning and its implications for mathematics teaching. Topics discussed include: alternative ways that students use to represent mathematical ideas, management or control mechanisms, related models of learning preferences, ways in which students relate and manipulate ideas, and implications of this model of individual learning preferences for the teaching of mathematics. Contains 10 references. (MKR)

ED 372 928 SE 054 210

Rock, Don; And Others
Changes in Math Proficiency between 8th and 10th Grades. Statistics in Brief.
PUB DATE- Jan 94
NOTE- 26p.

opportunity to assess the effect of the introduction of such classes at grade 10 instead of at lower grades (7 and 8), where such interventions have more typically been tried. Results include: (1) Both female students and mothers were more favorably inclined towards the single-sex mathematics program than were their male counterparts; (2) Performance levels for males and females were not significantly different throughout the project year; and (3) Anticipated and actual subject choices for grade 11 were no different for males and females; however, anticipated subject choices for grade 12 showed more differences between males and females than past state average statistics. Contains 10 references. (Author/MKR)

ED 372 947 SE 054 400

De Corte, Erik; And Others
Pupil-Generated Multiplicative Word Problems as a Test of the Theory of the Primitive Intuitive Models.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Division; Elementary School Students; Elementary Secondary Education; Foreign Countries; High School Students; Mathematics Instruction; Models; *Multiplication; *Schemata (Cognition); *Student Developed Materials; Student Teachers; *Word Problems (Mathematics)

There is substantial empirical evidence showing the impact of the type of numbers in the solution of problems with a multiplicative structure. The theory of the intuitive models of arithmetic operations is today the most plausible theoretical account for these findings. In an attempt to contribute to a better understanding of the effects of number type, a study was carried out in which student-generated word problems were used as data to test a series of predictions derived from the theory of the intuitive models. Subjects were 107 12-year-olds, 107 15-year-olds, and 99 elementary student teachers in Belgium. Results concerning the influence of the type of number sentence on performance are reviewed and the congruence of the generated problems with the primitive models are discussed. Several findings of this study support the theory of Fischbein et al. (1985) that the selection of an operation for solving multiplication problems is mediated by primitive intuitive models of the arithmetic operation. (Author/MKR)

ED 372 948 SE 054 434

Kamii, Constance
Equivalent Fractions: An Explanation of Their Difficulty and Educational Implications.
PUB DATE- 12 Apr 94
NOTE- 15p.; Paper presented at a National Council for Teachers of Mathematics Research Pre-session (Indianapolis, IN, April 12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; *Cognitive Development; Elementary School Mathematics; *Fractions; Grade 4; Intermediate Grades;

Project, Atlanta Math Project, Teaching to the Big Ideas, Integrating Science and Mathematics Teaching for Middle School Underrepresented Students, Math Matters, New York City Mathematics Project, Project IMPACT, Quantitative Understanding--Amplifying Student Achievement and Reasoning; Cognitively Guided Instruction, Delaware Teacher Enhancement Project, Math Learning Center, Calculator and Computer Precalculus Project, Computer Intensive Algebra, Empowering Teachers in Computer-Intensive Environments, Geo-Logo, Graphing Calculator-Enhanced Algebra Project, and Calculus Curriculum Project. (Author/MKR)

ED 372 970 SO 022 582

Social Studies Core Curriculum Standards: Grades 7-12. Revised 1991.
PUB DATE- 91
NOTE- 54p.; Broken print may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; *Core Curriculum; Course Objectives; Educational Objectives; *Minimum Competencies; Secondary Education; *Social Studies; *State Standards; *Student Educational Objectives
IDENTIFIERS- *Utah

The social studies core curriculum presented in this guide represents those standards of learning that are essential for all grade 7-12 students in the state of Utah. For each secondary social studies course, core standards are established, as well as the objectives that should be used to meet the standards. The following courses are covered for Grades 7-8: Utah Studies and U.S. History. Grades 9-12 study World Cultural Geography, Part I; Ancient World Civilizations and/or Modern World Civilizations or European History; U.S. Studies; Economics; Psychology; Sociology; U.S. Government/Law; and World Cultural Geography, Part II. A course description and prerequisites are listed for each course. This guide also contains the elementary and secondary school program of study and high school graduation requirements, and outlines the required core curriculum for the elementary, middle, and high school levels. (DB)

ED 372 971 SO 022 758

Research Reports and Teaching Materials Prepared by the Participants of the Department of Education-Fulbright Hays Summer Seminar (Cairo, Egypt, June-July, 1990).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 429p.; This "best available copy" contains numerous pages with faint or nearly illegible type.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancient History; Arabs; Cultural Education; Foreign Countries; *Foreign Culture; Higher Education; *Instructional Materials; International Relations; *Middle Eastern Studies;

German states, the revolution in East Germany and the time period following indicate that the opposition groups that had initiated the revolution and started to carry it out had not acquired any competence in running a market economy. The gap between the intellectual initiators of the revolution and the people becomes evident in the question of unification. The majority of the East German population's view of unification combines a departure from socialism, a desire for prosperity, and the search for identity. In 1990, the voters looked toward the elections in East Germany to bring hope for future jobs, monetary security, and environmental action. The political union of the two German states on October 3, 1990 followed intense negotiation between West Germany and East Germany. On the domestic level, political education in Germany consists of three post-unification challenges to tackle: (1) political education must deal critically with the problems caused by the collapse of the communist social system of the German Democratic Republic (GDR); (2) political education has to concern itself with the questions resulting from the fact that the western industrial states have developed into risk societies; and (3) political educatio- must contribute to the integration of the two German societies. A consideration of the three pedagogical principles in political education and of further inner reunion of Germany concludes the paper. (CK)

ED 372 989 SO 024 037

Beacom, David
Seduce Your Children.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Innovation; *Educational Media; *Educational Strategies; Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; *Instructional Improvement; Instructional Innovation; Instructional Materials; *Merchandising
IDENTIFIERS- MTV; National Geographic Society

The packaging of history, science, and most other classroom subjects lack the excitement for students that the stylish, artful presentation of items on television and in magazines contain. The world is more distracting outside of the classroom than earlier in the century, yet the instructional materials have changed little over the decades. The presentation of the basic tenets of civilization needs to be just as stylish as the methods for pushing the latest consumer fancy. The results of doing otherwise exist around the country with much of a whole generation left with the sense that education is a separate, boring realm. An example of these changes is GTV, a product of National Geographic Society that could have a lasting impact on young people. Like MTV, GTV has developed a certain style, a sense of humor, and a beat. Creation of classroom materials involves taking the best techniques of commercial television and of music video and applying them to issues that matter for more than a moment. (CK)

ED 372 990 SO 024 049

Washington: Symbol and City. An Educator's Guide to the Exhibit.
SPONS. AGENCY- National Building Museum, Washington, DC.
PUB DATE- 93

(Virginia) did not occur very often, and black views on integration appeared sparingly in the press. The full integration and achievement of racial parity in public schools did not happen in many localities throughout Virginia until the late 1960s because the courts had to decide on the constitutionality of school busing, and full integration was not realized in many districts until the fall of 1968. "The Virginia Gazette" affords little reference to integration until that year. The pattern of stories, people, and issues covered in 1968 as well as the testimony of former editors and writers at the newspaper revealed a similar marginalization of blacks in the newspaper as well as an unmistakable desire to cater to the interests of whites. Ten news stories and two editorials printed in the weekly publication between March 1, 1968 and December 13, 1968 were related to or partially addressed integration. In-depth coverage of the issues relating to the effects of integration on black society failed to occur, and the claim of objectivity on the part of the newspaper staff's coverage of integration was not substantiated from the analysis. The sympathies and interests of the newspaper staff resided with the white community, and news stories invariably focus on issues and happenings that were of concern to that community. (CK)

ED 373 008   SO 024 322

Prescott, Stephanie, Ed.; And Others
World History and Geography: Medieval and Early Modern Times. Course Models for the History-Social Science Framework, Grade 7.
PUB DATE- 94
NOTE- 371p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Geography Instruction; Grade 7; *History Instruction; Junior High Schools; *Medieval History; Middle Schools; Modern History; Social Studies; State Curriculum Guides; Teaching Models
IDENTIFIERS- California

This document is a response to teachers' requests for practical assistance in implementing California's history-social science framework. The document offers stimulating ideas to enrich the teaching of history and social science, enliven instruction for every student, focus on essential topics, and help make learning more memorable. Experiences and contributions of ethnic groups and women in history are integrated in this course model. The framework is divided into 11 units: (1) Connecting with Past Learnings: Uncovering the Remote Past; (2) Connecting with Past Learnings: the Fall of Rome; (3) Growth of Islam; (4) African States in the Middle Ages and Early Modern Times; (5) Civilizations of the Americas; (6) China; (7) Japan; (8) Medieval Societies: Europe and Japan; (9) Europe During the Renaissance, the Reformation, and the Scientific Revolution; (10) Early Modern Europe: The Age of Exploration to the Enlightenment; and (11) Linking Past to Present. Six of the 11 units delineated in the framework's 7th grade course description are developed in these course models. All units follow the same format. Each begins with a rationale and overview. Ways are suggested for teachers to coordinate the model with the state-adopted textbook for 7th grade. A presentation of activities to introduce and continue the sample topic are suggested to encourage students to apply what they have studied through projects. Each unit ends with an extensive

ED 373 025 SP 035 364

Gibbs, Linda J.; Montoya, Alicia L.
The Student Teaching Experience: Are Student Teachers the Only Ones To Benefit?
PUB DATE- Feb 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Classroom Environment; Classroom Research; *Cooperating Teachers; Elementary Education; *Elementary School Teachers; Higher Education; Preservice Teacher Education; *Professional Development; Students; *Student Teachers; Student Teaching; *Teacher Attitudes
IDENTIFIERS- *Impact Evaluation; *Intrinsic Justification; Kutztown University PA

Within the context of the student teaching experience, a vast body of research examines the role played by cooperating teachers and the benefits gained by student teachers. However, few studies have explored the intrinsic benefits of having student teachers to cooperating teachers and the students in their classrooms. This study, which included a lengthy literature review, was conducted to investigate cooperating teachers' perceptions of the intrinsic benefits that result from working with student teachers. From a random sample of 225 cooperating elementary teachers working with Kutztown University student teachers, 149 subjects responded to survey statements regarding intrinsic benefits (84 respondents added open-ended comments). The statements explored the following research questions: (1) whether cooperating teachers perceive student teachers to be a positive addition to the classroom, and (2) whether student teachers play a role in the professional development of cooperating teachers. Data analysis indicated that more than 97 percent of respondents perceived benefits in working with student teachers for both the classroom students and their own personal professional development. Informants' suggestions formed the basis for recommendations aimed at school administrators, directors of student teaching programs, and university supervisors. Copies of the cover letter with the statement of purpose and the Cooperating Teacher Survey are appended. (Contains 27 references.) (Author/LL)

ED 373 026 SP 035 365

Byra, Mark
Supervisory Conferences: Promoting Inquiry and Reflection in Preservice Teachers.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Conferences; Education Majors; Higher Education; Learning Strategies; *Lesson Observation Criteria; Physical Education Teachers; Preservice Teacher Education; *Questioning

experiences and struggles in his 15th year of teaching. Stories and conversations about teachers' self-discovery and political awakening are presented, based on a Secondary Study Group, which met regularly to talk about teaching and to share their reactions to reading about teaching. A story of policy-making by teachers is then chronicled, as a high school joins the Coalition of Essential Schools and struggles to reform itself "from the bottom up." The book ends with a chapter about heroic educators who have written about their own lives as teachers, including Margaret Haley, Sylvia Ashton-Warner, and Eliot Wigginton. (Contains approximately 110 references.) (JDD)

ED 373 046   SP 035 390

Sarason, Seymour B.
You Are Thinking of Teaching? Opportunities, Problems, Realities.
PUB DATE- 93
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Choice; *Career Exploration; *Career Guidance; *Decision Making; Elementary Secondary Education; Higher Education; *Self Evaluation (Individuals); Teacher Characteristics; Teacher Education; Teacher Responsibility; *Teaching (Occupation)
IDENTIFIERS- *Reality Based Evaluation

The essay presented in this book is aimed at those individuals contemplating a career in education. The volume examines the opportunities, problems, and realities of the teaching profession to guide prospective teachers through the career decision-making process. It advises those who are thinking of teaching to ask questions, ponder their decision, and pursue the information needed to make a reasoned choice. Teaching is portrayed as a demanding, complex profession, and many who choose to teach make the choice without thinking about how well their own motives and expectations fit into the realities of life in a classroom. It is posited that the more potential teachers know about the teaching profession--both what it is now and what it should and can be--the better equipped they will be to take an active role in changing the system. It is claimed that matching one's styles, needs, and goals to the obligations, responsibilities, and problems inherent in the job will give prospective teachers a better sense of what they are getting into, and will allow them to take responsibility for professional choices and personal and intellectual growth. (LL)

ED 373 047   SP 035 391

Supon, Viola; Wolf, Pat
Eight Questions Frequently Asked about Questioning.
PUB DATE- Jul 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; Inservice Teacher Education; *Questioning Techniques; Secondary School Teachers; *Skill Development; Teacher Effectiveness; *Teacher Student Relationship; Thinking Skills
IDENTIFIERS- *Question Types

Elementary Secondary Education; Item Banks; National Competency Tests; Policy Formation; Standardized Tests; *State Programs; *Testing Programs; Test Results; Test Use; Writing Tests
IDENTIFIERS- Educational Indicators; *Performance Based Evaluation; *Utah

The purpose and results of the state testing programs in Utah are described. At present there are seven major assessment programs conducted under the leadership of the Utah State Office of Education. These include the three components of the Core Assessment Program: Criterion-Referenced Tests and item pools, Writing Assessment, and the new Performance Assessment Modules. These components focus heavily on helping teachers identify the specific core curriculum concepts that have and have not been mastered by individual students, and they provide information on strengths and weaknesses of the curriculum and instruction. The Statewide Testing Program, the Utah Educational Quality Indicators effort, and the State-by-State National Assessment are all programs that focus on assessing the quality of the total system in providing relevant information to the public and policymakers on levels of academic achievement. A final program, District Performance Reports, allows school districts to profile their unique characteristics and academic performance for the benefit of their public, policymakers, and staff. An exhibit and three charts present testing results. (Contains 4 references.) (Author/SLD)

ED 373 066 TM 021 786

Roberts, David C.
Performance-Based Assessment of Software Skills Proficiency: A Demonstration of the "Judd Tests."
PUB DATE- May 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Research Conference on Human Resource Development (1st, College Station, TX, May 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; Computer Literacy; Computer Oriented Programs; *Computer Software; *Educational Assessment; Evaluation Methods; Human Resources; *Multiple Choice Tests; Occupational Tests; Simulation; *Skills
IDENTIFIERS- Concurrent Tests; *Judd Tests; *Performance Based Evaluation

The differences between multiple-choice, simulated, and concurrent tests of software-skills proficiency are discussed. For three basic human-resource functions, the advantages of concurrent tests (i.e., those that use the actual application software) include true performance-based assessment, unconstrained response alternatives, and increased job relatedness. The Judd Tests, a recently developed line of software skills proficiency tests that offer assessment in five DOS-platform applications, are described to illustrate the advantages of concurrent testing. These advantages are: (1) concurrent tests are performance based, (2) concurrent tests allow examinees to use all functions normally available in the software application, (3) concurrent tests do not constrain examinees to certain paths of responding, and (4) concurrent tests are defensibly job-related for positions requiring use of computer software. (Author/SLD)

ED 373 067 TM 021 788

scaled scores occurred depending on whether the 1993 results were equated back to the 1992 narrative test or the 1993 expository test (Hsu and Ackerman, 1994). In an attempt to explain these disparate results, this investigation examines whether combining the two types of passages on a reading test induces multidimensionality. The tests were administered to all Illinois students in grades 3, 6, 8, and 10, and tests from nearly 5,000 examinees were used in the analysis. Results from a principal components factor analysis, a statistical test of dimensionality, and multidimensional item-response theory suggest that items based on the narrative and expository passages measure distinct, yet highly correlated, dimensions. Four figures and five tables present study findings. (Contains 14 references.) (Author/SLD)

ED 373 087 TM 021 976

Hsu, Yaowen; Ackerman, Terry A.
Equating Reading Test Scores That Combine Narrative and Expository Test Formats.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For related documents, see TM 021 975-977.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; Elementary School Students; *Equated Scores; Grade 6; Intermediate Grades; *Reading Tests; Scaling; Test Format; *True Scores
IDENTIFIERS- Expository Text; Illinois; *Illinois Goal Assessment Program; Linking Metrics; Narrative Text; Partial Credit Model

This paper summarizes an investigation of the format used for equating the 1993 Illinois Goal Assessment Program (IGAP) sixth grade reading test. In 1992, each student took only one test, either a narrative test or an expository test. In 1993, there was only one test, which included both formats. Several possible approaches for linking the 1993 test to the 1992 tests, including use of the partial credit model and true-score equating, are proposed and investigated in this study. The sample size for the 1992 narrative test was 10,178. The expository test sample was 10,277, and the sample for the 1993 test was 4,830. Results show that the 1993 examinees have a higher mean-scaled score than the 1992 examinees if the test is linked to the narrative test, but a lower score if linked to the expository test. Three tables and 10 figures present analysis results. (Contains 8 references.) (Author/SLD)

ED 373 088 TM 021 977

Evans, John Andrew; Ackerman, Terry
Diagnostic Value Resulting from the IRT Modeling of IGAP Reading Data: Using A Graded Response Model To Retrieve and Utilize More Information.
PUB DATE- Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For related documents, see TM 021 975-976.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Educational Diagnosis; Elementary

report includes subgroup profiles, such as the characteristics of female versus male students, the similarities and differences among racial and ethnic groups, and the attributes of students from different socioeconomic backgrounds. Male students outnumber females in the Toronto schools. Most white students are Canadian born, but most Asian and black students are foreign born. The most recent immigrants are Tamils from Sri Lanka and Black students from Africa. Single-parent families are most common among Black and Aboriginal families. Students from high socioeconomic status (SES) families are most likely to be white, Canadian-born speakers of English as the mother tongue, and living with two parents. Details on time spent after school, program level and postsecondary education plans, and school climate are provided. Eleven tables and 37 figures present student data. Two appendixes contain the survey and cover letter. (SLD)

ED 373 108 TM 022 008

Yau, Maria; And Others
The 1991 Every Secondary Student Survey, Part III: Program Level and Student Achievement No. 205.
PUB DATE- 93
NOTE- 53p.; For Part I, see ED 351 385; for Part II, see TM 022 007; for the follow-up study; see TM 022 009.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Course Selection (Students); Demography; *Enrollment; Ethnic Groups; Higher Education; High Schools; High School Students; Sex Differences; *Socioeconomic Status; *Student Placement; Surveys; Track System (Education); Urban Schools
IDENTIFIERS- Toronto Board of Education

As the third part of the 1991 secondary-schools student survey of the Toronto (Ontario, Canada), this report focuses on students' program-enrollment patterns and their school achievement. In the first section, students' demographic and school-related characteristics at advanced, general, and basic program levels are contrasted and compared with those documented in the 1987 report. The second section examines school performance, linking academic achievement with the same set of sociodemographic and school-related variables. Overall program trends are similar to those of 1987. The proportion of Asian students in the advanced levels has dropped slightly and proportions of black and white students have risen somewhat. The enrollment of male students in the general program is disproportionately high. At the advanced level, there is a high proportion of students from high socioeconomic status (SES) backgrounds, while at the general and basic levels there is a high representation of students from low-SES families. Student time use and postsecondary education plans are detailed. Six tables and 35 figures present survey findings. (Contains 4 references.) (SLD)

ED 373 109 TM 022 009

Brown, Robert S.
A Follow-up of the Grade 9 Cohort of 1987 Every Secondary Student Survey Participants. No. 207.
PUB DATE- Nov 93
NOTE- 22p.; For Part I, see ED 351 385; for Parts II and III, see TM 022 007-008.
LANGUAGE- English

(Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 658 FL 800 785

Butovsky, Lillian; Creatore, Cheryl
Jealousy. Classics in Photostories Series.
PUB DATE- 89
NOTE- 69p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Adult Basic Education; Class Activities; Classroom Techniques; *English (Second Language); Grammar; *Instructional Materials; *Literacy Education; Photographs; Second Language Instruction; Short Stories

The book presents a story told in photographs, based on a short story "Pelageya" by Mikhail Zoshchenko, a popular Russian writer of the early 20th century. It is designed for use in English-as-a-Second-Language instruction for young adults and adults, and includes instructional materials based on the story designed to encourage communication and develop language skills. An accompanying audiocassette (not included here) offers comprehensible, natural language in a variety of listening activities. An introductory section describes the materials and offers suggested classroom procedures for their use. The instructional materials themselves include the story, comprehension exercises, activities that require varying skills, an opportunity for expanding on the story, practice in dialogue and grammar, games, and listening activities. The transcript of the audiocassette is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 659 FL 800 786

Materials for Tutor Training in an ESL Program for Migrant Workers: A Handbook.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Aug 93
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cross Cultural Training; *English (Second Language); Instructional Materials; *Literacy Education; *Migrant Education; Second Language Instruction; Teacher Education; Teaching Guides; *Tutors; Volunteer Training

The results of a project to develop training materials for volunteer English-as-a-Second-Language (ESL) tutors, and to develop instructional materials for their migrant worker students, are presented here. The first section describes the federally-funded tutor training project, initially intended to focus on migrant workers whose first language was Spanish, train a small group of tutors, and evaluate the training's effectiveness. The second section contains the ESL instruction packet and handbook used by the tutors in training and provided for their subsequent use in instruction. These materials include guidelines for classroom behavior and procedures, questionnaires and checklists for use in evaluating and placing students, notes on intercultural communication and cultural

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Finance; *Federal Programs; Hearings; Higher Education; Policy Formation; Program Design; *Program Implementation; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Congress 103rd; Department of Education; *Direct Lending

The House Subcommittee on Human Resources and Intergovernmental Relations met to hear testimony from leaders in government and higher education on managing the federal direct student loan program. Focus was on the Department of Education's plans to correct existing management problems of the Guaranteed Student Loan Program and implement the additional responsibilities of managing a direct lending loan program. Statements are included from the following: Robert E. Andrews, New Jersey Representative; Stephanie Bloomingdale, U.S. Students Association; Thomas A. Butts, for the American Council on Education, American Association of State Colleges and Universities, American Association of Community Colleges, National Association of College and University Business Officers, and National Association of State Universities and Land Grant Colleges; Clarence C. Crawford, :U.S. General Accounting Office; Orcilia Zuniga Forbes, University of New Mexico; William F. Goodling, Representative from Pennsylvania; Madeline Kunin, U.S. Department of Education; Thomas E. Petri, Representative from Wisconsin; Anne Sturtevant, Emory University (Tennessee); and Edolphus Towns, Representative from New York. (JB)

ED 372 679 HE 027 563

Financial Audit. Federal Family Education Loan Program's Financial Statements for Fiscal Years 1993 and 1992. Report to the Congress and the Secretary of Education.
PUB DATE- Jun 94
NOTE- 75p.; For a related document, see ED 359 882.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); Educational Finance; *Federal Programs; *Financial Audits; Higher Education; Program Evaluation; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Department of Education; *Family Education Loan Program

This report presents findings of an audit of the Principal Statements of the Department of Education's (ED) Federal Family Education Loan Program (FFELP) and its internal controls and compliance with laws and regulations for the fiscal years ending September 30, 1993, and September 30, 1992. The audit investigated whether the Principal Statements were reliable and whether relevant internal controls were in place and operating effectively, and tested compliance with significant provisions of selected laws and regulations. The audit found that the accuracy of the Statement of Financial Position, the Statement of Operation and Changes in Net Position, and the Statement of Budgetary Resources and Actual Expense could not be determined due to the lack of reliable student loan data. The Statement of Cash Flows was found to be fairly accurate. Material weaknesses in internal controls over determining program costs, effectively monitoring payments to guaranty agencies and lenders, and ensuring accurate financial reporting was found to have the potential for material losses of assets or misstatements in the principal statements. The Department's

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; College Programs; Colleges; *Educational Assessment; Formative Evaluation; Higher Education; Institutional Evaluation; Institutional Research; *Models; Program Evaluation; Self Evaluation (Groups); Student Development; Summative Evaluation

This paper describes three non-traditional higher education outcomes assessment models and identifies common characteristics of successful models of this type. Institutions considering how to meet state, national, and accrediting agency mandates have two kinds of non-traditional approaches available: formative and summative assessment. Formative assessment helps institutions make internal adjustments to student programs before the student completes the program. Summative assessment is that which evaluates the overall effectiveness of programs and services. A third emerging model is the Assessment Center model in which the testing and evaluating procedures for an institution are coordinated. Common features of assessment models all designed to meet the unique needs of individual institutions include evaluation of: clearly stated institutional mission and goals developed by the institutional community; in-place formal systems procedures; faculty commitment; administrative support; feedback from students and graduates; student-faculty contact beyond class; assessment focus on student completion; feedback to students; and commitment from chief leadership personnel. The paper closes with a discussion of the historical context of assessment pressures in higher education and a look at why assessment is now being mandated. Contains 18 references. (JB)

ED 372 699 HE 027 584

Suarez, Jose I.
The Language & International Trade Program at Clemson University.
PUB DATE- 30 Dec 93
NOTE- 9p.; Paper presented at the Modern Languages Association Convention (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; College Students; Foreign Countries; Foreign Culture; Higher Education; International Education; *International Trade; Internship Programs; Overseas Employment; *Program Descriptions; Second Language Instruction; *Second Language Learning; State Universities; Study Abroad; *Undergraduate Study
IDENTIFIERS- *Clemson University SC

Clemson University (South Carolina) has developed an undergraduate Language and International Trade program designed to train students to meet the needs of American firms doing business overseas. Program aims are that graduates know one foreign language, be attuned to cultural differences, have a business training foundation, and have experience living and working in a foreign country. The program offers specializations in French, German, Spanish, applied economics, forest products, international trade, textiles, and tourism. Currently 220 students are majoring in the program, of whom 90 percent are specializing in international trade. During their junior year students complete an internship either abroad or stateside with an international firm. These are arranged by the students themselves, through a professional placement office, Communication Domain and the NACSL (National Assessment of College Student Learning)" by Stephen P. Witte. Part 2 includes group summary reports, reviewers' comments, a listing of speaking and listening skills, and additional information on an ongoing Delphi study at Pennsylvania State University. Part 3 presents comments by participants on the conference products and results of a survey of all participants. Consensus on "next steps" included recommending further development of the taxonomy of skills, abilities, and competencies. (The five papers contain references.) (DB)

ED 372 718 HE 027 673

A Preliminary Study of the Feasibility and Utility for National Policy of Instructional "Good Practice" Indicators in Undergraduate Education. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 68p.; For related documents, see HE 027 672, ED 363 177, ED 359 856, and ED 346 808.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Class Size; College Environment; *College Outcomes Assessment; Curriculum; Educational Assessment; Educational Objectives; *Educational Practices; Educational Quality; Higher Education; *Instructional Effectiveness; Required Courses; Student Behavior; Student Development; Student Educational Objectives; Student Motivation; Teaching Methods; Time on Task; *Undergraduate Study
IDENTIFIERS- *Indicators; *National Education Goals 1990

This paper on the feasibility of using teaching practices as indicators of student learning was developed as part of an ongoing project to develop a process for the assessment of college student learning in the context of National Education Goal 5, Objective 5, which aims to increase the proportion of college graduates with "advanced ability to think critically, communicate effectively, and solve problems." The paper reviews the empirical research literature in three areas: (1) effects of institutional requirements including the relationship between outcomes and specific curricular requirements or coursetaking patterns, particular instructional designs, and expected levels of student performance; (2) effects of instructional practices such as class size and structure, specific classroom activities and behaviors, and influences of the institutional environment; and (3) effects of student behavior including relationships between outcomes and student time-on-task, quality of effort, and overall involvement. Available mechanisms for gathering information about educational practices and student experiences were also examined. Conclusions suggest that indicators based on student behaviors and "active learning" instructional processes gathered through student and faculty questionnaires would be most promising for development as potential national indicators, supplemented by transcript studies and assessments of typical college examinations and assignments. Contains 190 references.

ED 372 719 HE 027 674

State University of New York Health Science Center at Syracuse: Clinical Practice Management Plan. Report 93-S-54.
PUB DATE- 16 Aug 94

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Bibliographic Databases; College Libraries; Graduate Students; Higher Education; Information Retrieval; *Library Instruction; *Optical Data Disks; Search Strategies; Student Surveys; *Training; Undergraduate Students; User Needs (Information); Users (Information); *User Satisfaction (Information)
IDENTIFIERS- *ERIC; Indiana University Bloomington; *PsycLIT

ERIC and PsycLit are two of the most frequently searched CD-ROM databases at the Indiana University-Bloomington campus. Training has been developed to help students use these popular resources. This includes classroom presentations on ERIC in the Education Department and training workshops in the library for ERIC and PsycLit users. In 1990 a survey was designed and administered to a sample of end users of each database to determine how training affected end-user satisfaction with search results. Undergraduate students completed 146 surveys and graduate students completed 111. The basic finding was that trained users (67.7%) expressed more satisfaction with search results than did untrained and self-taught users (47.4%). User satisfaction was generally greater at the Education Library than at the Reference Library, probably because all undergraduate education majors are required to receive ERIC training in the classroom. Four figures and one table present study findings. (SLD)

ED 372 739 IR 016 684

Sebera, Donald K.
Isoperms: An Environmental Management Tool.
PUB DATE- Jun 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Archives; *Decision Making; *Environmental Influences; *Humidity; Libraries; Library Materials; *Preservation; Records Management; Research Libraries; *Temperature
IDENTIFIERS- *Isoperms; *Library Materials Conservation; Paper Deterioration

A quantitative tool, the isoperm method, is described; it quantifies the effect of environmental factors of temperature (T) and percent relative humidity (%RH) on the anticipated useful life expectancy of paper-based collections. The isoperm method provides answers to questions of the expected lifetime of the collection under various temperature and relative humidity conditions, as well as a way to demonstrate the effects in quantifiable terms. The method is based on paper-strength loss associated with the chemical reactions of cellulose hydrolysis and oxidation. Relative, rather than absolute, rates of deterioration and paper permanence are employed. The deterioration-rate ratio can be controlled through changes in temperature and percent relative humidity, but it is not possible to change nonenvironmental factors, such as fiber type and so forth. The isoperm method is a step toward using quantitative analysis techniques and models to help make preservation-management decisions. Seven figures illustrate the discussion. (Contains 8 references.) (SLD)

ED 372 740 IR 016 686

following findings: Library media specialists perceived that they performed 11 services more and 24 services the same in Coalition schools as they did in traditional schools, and teachers perceived that media specialists performed 21 services more and 15 services the same in Coalition schools. The results indicate some differences in library media specialists' and teachers' perceptions of the 37 services in Coalition schools as compared to traditional schools. The survey instruments are included in the appendices. (Contains 40 references.) (JLB)

ED 372 761 IR 055 118

Enujioke, Emmanuel
Use of Public Libraries by Middle and High School Students in DeKalb County, Georgia.
PUB DATE- Jun 94
NOTE- 56p.; An Educational Specialist in Library Media Technology Scholarly Paper, Georgia State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; High Schools; Intermediate Grades; Junior High Schools; Librarians; *Librarian Teacher Cooperation; *Library Cooperation; *Library Role; Media Specialists; Middle Schools; Preadolescents; *Public Libraries; Questionnaires; *School Libraries; Student Needs; User Needs (Information); Users (Information); User Satisfaction (Information); Use Studies
IDENTIFIERS- DeKalb School District GA; Georgia (Dekalb County)

The purpose of this study was to determine factors that influence middle and high school students' use of public libraries, the type of materials they use, and the frequency with which students use public libraries compared to the students' use of school library media centers. A questionnaire was used as the data gathering instrument. It was conducted on site at three randomly selected DeKalb County (Georgia) library branches. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) computer program. The study found that 58% of the students find needed materials in the public library. Only 22% indicated they find the materials they need in the school library media center. Parents and guardians were cited by 68% of the students as having the most influence on their public library behavior. Teachers were the most influential elements in the students' use of the school media center with media specialists having little influence on the students' library use behavior. The questionnaire is included in the appendix. (Contains 19 references.) (JLB)

ED 372 762 IR 055 119

Swan, Elizabeth, Ed.; And Others
Disaster Preparedness Manual and Workbook for Pennsylvania Libraries and Archives.
PUB DATE- Aug 93
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Archives; *Emergency Programs; Libraries; Library Administration; Library

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Cognitive Style; Community Colleges; Educational Strategies; Foreign Countries; *Learning Strategies; *Physics; *Science Instruction; Self Disclosure (Individuals); Sex Differences; Sex Role; *Student Attitudes; Teacher Behavior; *Teaching Methods; Teaching Models; Two Year Colleges
IDENTIFIERS- *Feminist Pedagogy

A project was undertaken to test feminist teaching strategies designed to improve women students' confidence and engagement in the physical sciences classroom. The strategies under study included peer-support partnerships, writing in the learning process, and systematic self-disclosure by the teacher. In each of four semesters from 1991 to 1992, the strategies were employed in two experimental physics sections matched with two parallel control sections. The effects of the strategies were assessed through analyses of attitude inventories administered to students, grades, failure and abandon rates, office appointments, interviews with teachers and students, and student evaluations of the strategies. Feminist pedagogy was shown to effect significant positive change in student attitudes both towards the physics teacher and towards physics as a subject of study. This was true for both genders, although women showed less overall enjoyment. When student rates of achievement were taken into account, almost significant effects on student anxiety were noted, as low achieving students were less anxious in experimental sections. The partnership and writing assignments were positively evaluated, especially by low achieving and women students who took fuller advantage of writing. In general, feminist pedagogy had a positive impact on engagement in and commitment to physics for all students. Data tables are included. Teacher and student attitude inventories and rating instructions are appended. (Contains 54 references.) (KP)

ED 372 782   JC 940 391

Student Follow-Up Survey, Spring 1991: A Report of Findings.
PUB DATE- Apr 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dropouts; *Enrollment Influences; Followup Studies; *Participant Satisfaction; Student Characteristics; Student Educational Objectives; Telephone Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Westchester Community College NY

In spring 1991, a student follow-up survey was conducted to assess the reasons for students not returning to Westchester Community College (WCC) in New York. Students who had been offered financial aid and chose not to return were specific targets. Of the 196 students in the total sample, 49.0% were male, 41.3% were White, 33.27% were Black, 15.8% Hispanic, and 5.6% Asian/Pacific Islanders. A total of 99 students were reached by telephone and an additional 7 students returned a mailed survey, for a combined response rate of 54.1%. Study findings included the following: (1) 43.4% of the respondents had attended WCC to prepare for transfer to a four-year college, 34.0% to prepare for a career, and 9.4% to improve job skills; (2) 76.4% indicated that they had not achieved their objectives in attending WCC; (3) 18.9% left WCC to go to work and 17.0% to attend another college, while 13.2% could not completion, the Board found that other factors such as students educational objectives and enrollment patterns were generally beyond the control of the system and the colleges. Contains 16 references. Tables of credit degree and load requirements and the Board mission statement are appended. (KP)

ED 372 799 JC 940 438

Planning in the Minnesota Community College System, 1992-1995. A Report to the Legislature.
PUB DATE- 1 Sep 92
NOTE- 29p.; Cover title is "Minnesota's Community Colleges: A Plan To Serve."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Educational Finance; Enrollment Influences; *Enrollment Projections; Institutional Mission; *Mission Statements; *Organizational Objectives; Public Relations; School Community Relationship; Statewide Planning; *Student Costs; Total Quality Management; Two Year Colleges
IDENTIFIERS- *Minnesota Community College System

This planning report reviews major goals for the Minnesota Community College System (MCCS) and sets directions for the 1992-95 period. The first section describes the following three major thrusts to MCCS planning efforts: helping constituencies understand the vital role of the MCCS in maintaining the quality of living and work; ensuring quality in every aspect of operations; and investment in partnerships. Following the MCCS vision and mission statements, recent efforts to stretch the system's limited resources are then reviewed, indicating that students paid almost 40% of instructional costs as of 1992-93 while dollars per student have dropped from $4,132 in 1985 to $3,800 in 1992-93. Next, the following strategies are presented for the three major goals: (1) reaffirm the role of community colleges in serving the state with quality programs by listening, responding, and communicating to constituents; (2) improve responsiveness to constituencies by instilling quality processes at all levels, setting standards, measuring effectiveness, promoting excellence in teaching and learning, and implementing total quality management processes; and (3) create teaching and learning partnerships and strategies to achieve them by establishing and expanding partnerships with high schools, universities, business/industry, labor, federal/state/local governments, and nonprofit corporations and charitable foundations. Appendixes provide population and economic assumptions behind the document and an enrollment analysis examining population trends, enrollment by age and gender, and enrollment projections through 1999. (KP)

ED 372 800 JC 940 439

Taylor, Kenneth E.
Educational Outcomes for Students at Minnesota's Community Colleges: Student Outcomes Study.
PUB DATE- Jul 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

(3) keeping a written account of accomplishments; and (4) assuring that all recommendations became a part of institutional goals and objectives. (KP)

ED 372 817 PS 022 095

Continuity in Early Childhood: Elements and Indicators of Home, School, and Community Linkages.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 8 Oct 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; Coordination; *Early Childhood Education; Educational Change; *Family School Relationship; *Parent Participation; Participative Decision Making; *School Community Relationship; *School Readiness; Social Support Groups; Transitional Programs
IDENTIFIERS- *Continuity; Family Resource and Support Programs; Family Support; *School Linked Services

This document defines a framework for strengthening linkages between early childhood and elementary school programs at the local, state, and regional levels. The concept of a continuum of services is central within the framework, in the belief that when service providers link together to provide continuity, the connections they establish provide smooth transitions for children and their families. In reviewing the various attempts over the past two decades to address the problem of transition to school, the document discusses the value of early intervention, the definition of horizontal and vertical continuity, and the design of a continuum of services. The document discusses each of eight elements which, together, constitute the framework and represent broad areas of concern that must be addressed to ensure continuity. These elements are: (1) shared leadership and decision making; (2) comprehensive and integrated services for children and their families; (3) education, involvement, and empowerment of families; (4) sensitivity to home culture and home language; (5) communication; (6) joint staff development (7) developmentally appropriate practice; and (8) evaluation. Indicators, levels of practice, and detailed references are given for each element. Approximately 170 references are cited. (SM)

ED 372 818 PS 022 111

School-Linked Human Services: A Comprehensive Strategy for Aiding Students at Risk of School Failure. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Dec 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Dropout Prevention; Elementary Secondary Education; Family Programs; Family School Relationship; *High Risk Students; *Human Services; Intervention; Program Effectiveness; Student Needs

glossary). (AC)

ED 372 836 PS 022 502

Child Care in Canada: Provinces and Territories 1993.
SPONS. AGENCY- Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.
PUB DATE- 94
NOTE- 107p.; For related documents, see PS 022 501 and PS 022 503.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Canada Natives; Child Caregivers; Children; Community Role; *Day Care; *Day Care Centers; *Demography; Disabilities; Early Childhood Education; Educational History; Educational Supply; Employed Parents; Family Day Care; Foreign Countries; National Surveys; School Age Day Care; Standards; State Legislation
IDENTIFIERS- *Canada

Drawing from existing data and a survey of each provincial or territorial child care office in Canada, this report provides a profile of child care services in each province and territory, and in the country as a whole. Each provincial profile includes information on: (1) relevant legislation; (2) the name and address of the provincial official responsible for child care; (3) types of child care services available; (4) services for children with special needs; (5) aboriginal child care; (6) provincial demographics, including data on mothers in the work force, children identifying with an aboriginal group, and children with disabilities; (7) family-related leave; (8) regulated child care spaces; (9) standards and regulations governing regulated centers and regulated family day care; (10) funding through grants and subsidies; (11) administration; (12) municipal role; (13) child care planning and development; (14) the history of child care in the province; and (15) recent developments. Twenty-one tables provide a national perspective on child care. The paper concludes with a 51-item list of further readings. (AC)

ED 372 837 PS 022 503

Doherty, Gillian
Child Care Policy in Canada: An Annotated Bibliography.
SPONS. AGENCY- Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.
PUB DATE- 94
NOTE- 125p.; For related documents, see PS 022 501 and PS 022 502.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Canada Natives; *Child Caregivers; Child Welfare; *Day Care; *Day Care Centers; Disabilities; Economic Factors; Educational Needs; Educational Quality; Employer Supported Day Care; Family Day Care; Foreign Countries; Multicultural Education; Parent Attitudes; *Public Policy; Rural Areas; School Age Day Care; School Safety; Standards
IDENTIFIERS- *Canada

This bibliography annotates research reports, key informed opinion, and survey articles from Canada, the United States, and other countries which are relevant to child care policy in Canada. Rather than a comprehensive list of materials, the bibliography is intended to provide information about the most

Education, Family Planning, and Progress for Women, 1994.
PUB DATE- 94
NOTE- 58p.; Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Abuse; *Child Health; Child Neglect; Children; *Childrens Rights; Child Welfare; Developed Nations; Developing Nations; Equal Education; *Family Planning; *Females; Feminism; Literacy; *Nutrition; Performance Factors; Poverty; Sex Fairness
IDENTIFIERS- *Maternal Health; United Nations Convention on Rights of the Child

This report brings together the latest available statistics to record national achievements in child survival, health, nutrition, education, family planning, and progress for women. Each section contains a commentary and a presentation of related statistics. The commentaries of the report are: (1) Introduction, "One Small Step for a Summit" (Peter Adamson); (2) Nutrition, "Millions Lost to Wrong Strategies" (Urban Jonsson); (3) Health, "A Measure and a Means of Health" (Jon Rohde); (4) Education, "Education for All Can Still Be Achieved" (Fay Chung); (5) Family Planning, "The Decisive Decade" (Margaret Catley-Carlson); (6) Progress for Women, "Change for the Last and the Least" (Gertrude Mongella); (7) Child Rights, "They Will Not Get Away With It Forever" (Stephen Lewis); and (8) The Industrialized World, "This Is Not Who We Are" (Marian Wright Edelman). The report also includes a section, "National Performance Gaps," that provides additional statistical information on the progress of nations. This section presents: the national performance gaps for all countries in child survival, child nutrition, and primary education; the annual rate of progress in extending immunization against measles; and a basic social profile of each nation with a listing of the social development goals that have been adopted for 1995 and the year 2000. (TJQ)

ED 372 855   PS 022 623

Bever, Vicki
Increasing Academic Productivity in Non-Productive At-Risk Elementary Resource Students.
PUB DATE- May 94
NOTE- 79p.; M.A. Action Research Final Report, Saint Xavier University, Chicago, IL. Contains pages in appendix on color paper that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Attitude Change; Educationally Disadvantaged; Elementary Education; *Elementary School Students; Grade 6; *High Risk Students; *Intervention; *Learning Motivation; *Motivation Techniques; Parent Participation; Self Motivation; Student Attitudes; Student Behavior; *Student Motivation
IDENTIFIERS- Rockford School District 205 IL

This report describes a program for improving academic productivity in an elementary school in Rockford, Illinois. Students were unmotivated, unproductive, and uninvolved in academic life, as measured by teacher observation and student behavior. Examination of teacher records revealed that the learning disabled or behavior disordered resource target students (6 sixth-graders) were completing, on average, less

PUB DATE- 23 Aug 93
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 23, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Child Development; Early Childhood Education; *Home Visits; Parent Child Relationship; *Parent Education; Parenting Skills; Program Effectiveness; *Program Evaluation; *School Readiness; Toddlers
IDENTIFIERS- *Parents and Children Together Program NY

A study evaluated the effectiveness of a parent education program in increasing school readiness in poor and high-needs children. Participants in the Parents and Children Together program (PACT) of Binghamton, New York, receive home visits from trained and certified parent educators, beginning when a child is born and continuing until he or she is 3 years old. The parent educators provide information about child development and parenting, and refer parents to other agencies when needed. The program also provides developmental screening tests, parent group meetings, and a lending library of child development sources and age-appropriate toys. Subjects for this program evaluation were twenty 4- and 5-year-old graduates of the PACT program and a matched control group of 20 children whose families had not participated in the program. The cognitive, language, and physical development of the PACT graduates was compared with that of the control subjects. Results indicated that the experimental group had significantly higher scores on all measures than did the control group. The following year, kindergarten screening and readiness test scores, as well as kindergarten attendance, grades, and special education referrals from all program participants were compared to those of all other children entering first grade. Again, program participants showed superior performance. Regression analyses of performance models showed higher coefficients for program participation than for other preschool experiences such as Head Start or private preschool attendance. A cost-benefit analysis showed evidence of substantial financial savings in implementation of the PACT program. (HTH)

ED 372 874 PS 022 795

Wheeler, Edyth J.
Peer Conflicts in the Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Age Differences; Classroom Environment; *Conflict; *Conflict Resolution; *Peer Relationship; Play; Sex Differences; *Social Development; *Teacher Student Relationship; Verbal Ability; *Young Children
IDENTIFIERS- Adult Child Relationship; ERIC Digests

Recent theory and research suggest that peer conflict contributes to children's development and represents an important form of social interaction. Research has identified structural features of children's conflict as issues, such as control of objects or physical space; strategies, including aggressive and

ED 372 891 RC 019 704

Help! They Don't Speak English Starter Kit for Administrators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Educational Administration; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Migrant Education; Migrant Youth; Parent Participation; *Second Language Instruction; Student Rights; *Teaching Methods

This resource guide is designed to assist administrators and teachers of limited-English-proficient (LEP) migrant students. A section on students' rights highlights key federal legislation, court rulings, and administrative regulations addressing language-minority students and the legal responsibilities of educational agencies serving them. The guide explains administrative responsibilities in terms of registering, placing, and serving LEP students. A section for teachers with LEP students describes strategies such as total physical response, cooperative learning, language experience, reading aloud, shared reading, process writing, and language learning in the content areas. A section on assessment provides some suggestions for getting started on assessing the language proficiency of migrant students. The guide offers general guidelines and strategies for cross-cultural education. It also suggests ways to involve parents of migrant children in their child's schooling. The resource section contains lists and descriptions of resource organizations, suggested materials for students and teachers, sources of English-as-a-Second-Language (ESL) materials, federal education programs for LEP students, and a glossary of second language education terms. It also contains additional readings on ESL programs, sheltered English instruction, grade retention, collaboration, and ESL teacher education. The text is preceded by an ERIC digest on the topic of helping new LEP students. (KS)

ED 372 892 RC 019 707

Tribal Consultation Booklet: January 1991-March 1994.
PUB DATE- Jan 91
NOTE- 791p.; Issued 2-3 times per year.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; *Adult Programs; Alaska Natives; *American Indian Education; College Students; Early Childhood Education; Educational Policy; Elementary Secondary Education; Eligibility; Federal Aid; Federal Legislation; *Federal Programs; Higher Education; *Program Administration; School Funds; *Standards; Student Evaluation; *Student Financial Aid; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs; Early Childhood Development Programs

"Tribal Consultation Booklets" are the records and background materials of the meetings between Bureau of Indian Affairs (BIA) staff and tribal representatives, parents, school boards,

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Ohio State Univ., Columbus. School of Natural Resources.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Educational Games; *Elementary School Science; Environmental Education; Habitats; Instructional Materials; Intermediate Grades; Junior High Schools; Learning Activities; *Pollution; Teaching Guides; Temperature; *Water; *Water Quality; Water Resources
IDENTIFIERS- Eutrophication; *Great Lakes; *Nutrients

This teacher guide and student workbook set presents two learning activities, designed for fifth through ninth grade students, that concentrate on nutrients in the Great Lakes. In activity A, students simulate aquatic habitats using lake water and goldfish in glass jars and observe the effects of nutrient loading and nutrient limitation on aquatic life. In Activity B, students graph phosphate and nitrate inputs to Lake Erie following a storm. As prerequisite to these activities, students should know how to use a microscope, be able to draw line graphs, and be familiar with the concept of nutrients. When students have completed these activities, they should be able to: (1) describe the characteristics of oligotrophic and eutrophic lakes, (2) explain the effects of nutrient loading on lake habitats, (3) define nutrients as a limiting factor in lake habitats, (4) list sources of nutrient inputs to Lake Erie, and (5) explain how wetlands can improve water quality. The teachers guide includes additional information to aid in processing the activities. Extension activities are provided along with suggested references, review questions and student worksheets. (MCO)

ED 372 910 SE 053 501

Mathematics 9-12. Teacher Handbook. North Carolina Competency-Based Curriculum Grade-by-Grade. Revised.
PUB DATE- 92
NOTE- 407p.; For the 1985 edition, see ED 269 247.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Calculus; *Competency Based Education; Course Descriptions; Educational Objectives; Geometry; High Schools; *Mathematics Instruction; *Secondary School Mathematics; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *North Carolina; *Standard Course of Study NC

North Carolina revised its "Standard Course of Study" in 1985 to reflect the knowledge, skills, and attitudes needed to function in an industrial age. The entrance into what is being called the information age brings new challenges in preparing students with new skills in the areas of creative thinking, problem solving, interpersonal relations, communication, and cooperative learning. This handbook is a revision of the 1985 edition of the Teacher's Handbook for the Mathematics 9-12 Curriculum of the Standard Course of Study. Opening sections include the educational philosophy for the mathematics program, an outline of the mathematical concepts and student attitudes

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; *Advanced Courses; *College Preparation; Grade 8; Grade 10; *High School Students; Longitudinal Studies; *Mathematics Achievement; Mathematics Education; Secondary Education

Between 8th and 10th grades, many students are asked to make curriculum-related decisions that may ultimately influence their achievement in core academic subjects such as mathematics. While past achievement often limits the level of courses available to a student, aspirations for postsecondary education ultimately determine the level of mathematics needed to meet selected occupational or postsecondary education goals. The interrelationships between coursework, prior achievement, and aspirations may be seen in a recent study. This report presents findings from this longitudinal study regarding changes in mathematics proficiency levels experienced by students as they moved from 8th to 10th grade. Data were obtained from the base year and first follow-up surveys of the National Education Longitudinal Study of 1988 (NELS:88). The scope of the NELS:88 sample used is limited to the 16,659 students who were attending school both at the time of the base year and first follow-up. The findings include: (1) Students who take higher level mathematics courses (i.e., geometry, algebra II, trigonometry, pre-calculus, calculus) between 8th and 10th grades are more likely to be classified as being proficient at higher levels of mathematics than are students who do not take higher levels of mathematics courses; (2) Students who have fallen furthest behind by 8th grade are the ones who are most likely to continue to fall behind 2 years later; and (3) Students who expect to go to college are classified at higher mathematics proficiency levels at the 8th grade level. (MKR)

ED 372 929 SE 054 237

Fennema, Elizabeth; And Others
Cognitively Guided Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Cognitive Processes; Learning Theories; Longitudinal Studies; *Mathematics Education; Mathematics Materials; Primary Education; *Student Centered Curriculum; Teaching Methods; Theory Practice Relationship; Urban Schools
IDENTIFIERS- *Cognitively Guided Instruction; Reform Efforts

This article discusses a primary level mathematics research program, Cognitively Guided Instruction (CGI), which investigates the impact of providing primary teachers with access to a structured, coherent body of knowledge about children's thinking in mathematics on teachers' knowledge and beliefs, their instruction, and their students' learning. In CGI classrooms students spend most of their time solving problems. Little work is focused explicitly on the mastering of counting, basic facts, or computational algorithms. The article discusses knowledge about children's thinking, what research has shown about CGI, teachers, children, successful

Learning Theories; *Mathematics Instruction; *Piagetian Theory
IDENTIFIERS- *Partitioning Procedures

Equivalent fractions are usually introduced in fourth grade and reviewed repeatedly in the subsequent grades as the four arithmetical operations are taught. In spite of this repeated instruction, the results are disappointing. This paper reviews some data from previous research documenting the difficulty of equivalent fractions, explains this difficulty in light of Piaget's theory, and suggests ways in which instruction might be improved. The discussion is limited to fractions of wholes and does not include fractions of sets of objects. Contains 24 references. (Author)

ED 372 949   SE 054 442

Brosnan, Patricia A.; And Others
An Exploration of Change in Teacher's Beliefs and Practices during Implementation of Mathematics Standards.
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Beliefs; Case Studies; *Educational Change; Faculty Development; Grade 6; Intermediate Grades; Interviews; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Teachers; Observation; Standards; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; *NCTM Professional Teaching Standards; Reform Efforts

The purpose of this two-year study was to document and examine changes in four teachers' beliefs and practices while implementing National Council of Teachers of Mathematics' (NCTM) mathematics standards. Qualitative research methodology was used to develop multiple case studies, which were analyzed individually and across cases. Data came from interviews, observations, journals, attitude and belief surveys, and videotapes. The participants were four elementary-certified teachers in a suburb of a large urban area in a midwestern state who volunteered to teach 6th grade mathematics full-time. The teachers were supported during implementation by colleagues, administrators, professional development resources, and availability of materials. Problems reported included limited knowledge of: (1) NCTM's mathematics standards, (2) current mathematics teaching methodologies, and (3) mathematics content. Documented changes included an increase in student-centered activities, the use of manipulatives and calculators, and good questioning techniques. There were also increases in student participation, teacher and student attitudes toward mathematics, use of alternative assessment, and a change in the beliefs of teachers about mathematics teaching and learning. Contains 34 references. (Author/MKR)

ED 372 950   SE 054 445

Fraser, Barry J.; Tobin, Kenneth
Exemplary Science and Mathematics Teachers.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; *Mathematics

Secondary Education; Social Studies; *Teacher Developed Materials; *Travel
IDENTIFIERS- *Egypt; Fulbright Hays Act; Global Education

The 20 items included in this document were prepared by teachers from the United States who traveled to Egypt in 1990 to participate in a seminar. The items are as follows: "Egypt and the Demographic Transition" (J. Bannister); "The Educational System: The Situation and the Challenge" (R. Bush); "Teaching Naguib Mahfouz' 'Midag Alley'" (J. Eret); "Islamic Art" (T. Ferraro); "Ancient Egypt: The Five Fundamental Themes" (E. Fletcher); "Agriculture in Egypt: Lessons for the Middle School" (N. Haberhauer); "The Book Publishing Industry in Egypt: An Informal Study" (R. Johnston); "Understanding Egyptian Culture" (S. Knight; G. Brogoitti); "Egyptian Painting and Relief" (L. Kreft); "French in Egypt, On-Site Research in Cairo: Suggestive of the Current Status of French Language Instruction in Egypt" (C. Leggett); "A Lesson Plan for Discussing the Problem of Housing: An Egyptian Example" (J. Manzo); "Views on Egyptian Women in Arab and Islamic Culture" (G. Nolan; L. Louis, L. Prior); "U.S. Policy in the Middle East: Some Possible Implications for Egypt" (G. Olson); "A Teaching Unit on Islam: A Teacher's Question-And-Answer Guide" (K. Penick); "A Lesson on Arab Society and Culture" (P. Petrianos); "Egyptian Journalism: An Overview" (J. Piro); "Contemporary Egypt: Peace without Prosperity" (B. Predmore); "Suggested Sources: A History of the Modern Middle East" (F. Sakon); "Cairo as the Center of the World of Trade and Commerce During the Middle Ages" (E. Santora); and "Factors Related to Employee Productivity in Egypt: A Case Study" (J. Smith). (DB)

ED 372 972 SO 022 898

Cheek, Dennis W., Ed.; Kohut, Sylvester, Jr., Ed.
Social Studies Curriculum Resource Handbook. A Practical Guide for K-12 Social Studies Curriculum.
PUB DATE- 92
NOTE- 408p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Literature; *Curriculum Development; Elementary Secondary Education; Instructional Materials; *Social Studies; *State Curriculum Guides; Textbook Selection
IDENTIFIERS- *Trade Books

This handbook is designed to provide basic background information on the social studies curriculum, as well as current information on publications, standards, and special materials for K-12 social studies. The introduction provides an overview of the ideologies and philosophies that have affected U.S. curriculum through the years. The volume is divided into three parts including curriculum development in the subject, curriculum guides and supplementary materials, and textbooks, classroom materials, and other resources. Chapter 1 provides an overview of trends and issues in social studies curriculum. Chapter 2 is a step-by-step description of curriculum process and design. Chapter 3 lists funding programs that are studying or developing curriculum. Along with addresses and phone numbers, the names of contact persons are provided wherever possible. Chapter 4 provides an overview and outline of important topics in K-12 social studies. Chapter 5 describes the curriculum materials and includes the similarities among states and within regions, plus differences and gaps in coverage. Chapter 6 supplements the previous chapter by listing

NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architecture; Building Design; Built Environment; Community Characteristics; Elementary Secondary Education; *Exhibits; Heritage Education; History Instruction; Instructional Materials; *Learning Activities; Museums; Site Development; *Symbolism; *Urban Planning
IDENTIFIERS- *District of Columbia

Designed to make a visit to Washington, D.C. a successful learning experience for students by helping them understand the evolution of the city into what it is today, this teacher's guide presents themes and activities to accommodate many teaching and learning styles. Three sections of activities explore how the built environment symbolizes important values and how people interact with the built environment: (1) activities to do before a visit to Washington, DC; (2) activities to complete both at the National Building Museum exhibit and in the city; and (3) activities to use after a visit to Washington, D.C. Even teachers unable to visit Washington, D.C. can utilize the themes and activities and adjust them for use in the students' hometown. Some of the underlying themes include the built environment, democratic ideals, cities, conflict, compromise, and change. A matrix summarizes the activities in the guide and indicates the general skills required of each activity. A resource section provides an outline of the exhibit on the symbol and city of Washington, D.C. at the National Building Museum, a glossary of 32 architecture terms, and a list of 9 books and 4 videos for further study. (Author/CK)

ED 372 991 SO 024 050

Ahlborn, Ernest S.
Increasing Attendance at Early Morning Religious Education Classes by Increased Personal Attention, Recognition, and Teacher Improvement.
PUB DATE- 93
NOTE- 86p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attendance; *Attention; *Church Programs; Church Workers; High Schools; High School Students; Incentives; Practicums; Recordkeeping; Religion; *Religious Education; Rewards; *Teacher Improvement; *Teacher Student Relationship; Teaching Skills; Volunteers
IDENTIFIERS- *Church of Jesus Christ of Latter Day Saints

Designed to provide volunteer, religious education teachers with several tools to increase attendance at early morning religious classes and counteract student absenteeism, the study developed a computerized roll and record keeping system, taught new teaching skills and methods, instructed the teachers to make personal contact with absentees within 24 hours, and introduced a reward and recognition program for students as well as encouraged make up work. The sample consisted of 34 teachers and 611 students in early morning religious classes held by the Church of Jesus Christ of Latter-day Saints. At the conclusion of the practicum, the results indicated that attendance increased 3% compared to the same period the previous year.

annotated list of sample resources. (DK)

ED 373 009 SO 024 325

Kiernan, Henry, Ed.; Pyne, John, Ed.
China and Japan (Theme Issue).
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cultural Activities; *Cultural Awareness; Cultural Interrelationships; Curriculum Development; Foreign Countries; Integration Studies; International Education; *International Educational Exchange; *International Relations; *Political Issues; Resource Materials; Secondary Education; *Social Studies
IDENTIFIERS- *China; *Japan

This serial issue is devoted to the theme "China and Japan" and contains six articles that focus on educational, political, and cultural issues in the two Asian countries. In the first article, "China and Japan: A New Era in Relations with the United States," Henry Kiernan and John Pyne provide a brief overview of the history of United States' relations with China and Japan and frame the subsequent articles on issues in the social studies. In the second article, "Acceptance Speech of the Andrew Allen Liberty Award," Fang Lizhi discusses the pursuit of democracy in China. The third article, "China in the Social Studies Curriculum," by Benjamin A. Elman, explores themes of Chinese history prior to 1900 and how they relate to China in the 20th century. The next article by Charles Von Loewenfeldt, "Some Reflections on Building Bridges of Understanding," highlights the impact of former participants in the NCSS fellowship program to Japan on bringing about greater international awareness and understanding in North America and in Japan. In the fifth article, "Resources for Teaching about Japan," Linda S. Wojtan provides information on educational resources available on Japan. The final article by Jane Plenge and Nancy Stephan, "Building an Integrated Curriculum: The Japanese Festival," explains the process of developing an integrated curriculum. A list of New Jersey Council for the Social Studies board of directors for 1993-1994 concludes the issue. (CK)

ED 373 010 SO 024 326

Kiernan, Henry, Ed.; Pyne, John, Ed.
Measuring Student Performance: Assessment in the Social Studies. Theme Issue.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Concept Formation; Decision Making; *Educational Assessment; *Educational Practices; Educational Principles; Elementary Secondary Education; Evaluation Methods; *Outcomes of Education; *Performance; *Social Studies; Standardized Tests
IDENTIFIERS- *Authentic Assessment

The four articles in this theme issue provide an overview of assessment in the social studies and the rationale behind the movement for a more authentic assessment of learning outcomes. In the first article, "Thinking as an Unnatural Act," William T. Daly offers a clear rationale for social studies teachers to

Techniques; Skill Analysis; Student Development; *Student Teacher Evaluation; Student Teachers; *Student Teacher Supervisors; Teacher Improvement
IDENTIFIERS- Collaborative Evaluation; Directive Teaching; Preservice Teachers; *Reflective Practice; *Supervisory Conferences

This study evaluated the effect of two different supervisory conferencing strategies on preservice teachers' reflective practices. Two questions guided the investigation: (1) "what effect does type of supervisory dialogue have on preservice teachers' reflective practices?" and (2) "what effect do different post-lesson tasks have on the content of preservice teachers' reflective responses?" Fourteen physical education teacher education majors, each taught three lessons in a K-6 parochial school. All lessons were audio and video taped for the purpose of post-lesson analysis. Subjects were assigned to one of two groups--a directive supervision (DS) group, or a collaborative supervision (CS) group. Both groups conferenced with the same trained supervisor subsequent to each lesson. In the DS post-lesson conferences, the supervisor targeted the preservice teacher's strengths and weaknesses and offered concrete solutions for the weaknesses. In the CS post-conferences, the supervisor questioned the preservice teachers about their strengths and weaknesses (sample dialogues are included). Findings suggested that a "student-tell teacher-listen" supervisory conferencing approach is more suited to helping preservice teachers reflect on their teaching than a "teacher-tell student-listen" approach. (Contains 52 references.) (LL)

ED 373 027 SP 035 366

Haertel, Geneva D.
A Primer on Teacher Self-Evaluation. Publication Series No. 93-3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Recordings; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Performance Factors; Portfolios (Background Materials); Secondary School Teachers; *Self Evaluation (Individuals); Summative Evaluation; *Teacher Evaluation; *Teacher Improvement; Videotape Recordings
IDENTIFIERS- Portfolio Performance Appraisal Systems; *Reflective Practice

Self-evaluation is becoming an essential component of both formative and summative teacher evaluation systems. This paper defines self-evaluation as the process of judging one's own performance for purposes of self-improvement. Teachers use both formal and informal methods to assess their students' classroom performance; however, when they attend to their own performance, the assessment process tends to become informal. The bulk of this report provides a discussion of some techniques used in formal approaches to self-evaluation including tools used to collect data in self-initiated efforts allowing teachers to gain insight into their own classroom behaviors and beliefs. Three advances in educational research methods that have influenced the history of self-evaluation are highlighted: (1) rating scales and self-reports; (2) video or

Classroom teachers' engagement in dialogue with their students develops important skills and attitudes. Drawing from a series of inservice teacher education workshops, this paper addresses the following concerns with respect to acquiring and strengthening questioning techniques: (1) "Should all children be asked a variety of question types, or should one try to match the 'levels' with their abilities?" "What are good examples of methods utilizing higher order questioning techniques?" (3) "How often should higher-level thinking questions be asked in a classroom?" (4) "How does one record information and collect data regarding questioning?" (5) "How can a teacher become a good questioner?" (6) "How can questioning be most effective without making the student feel self-conscious about giving wrong answers?" (7) "What should a teacher do after asking 'Are there any questions?' and students do not respond, or when trying to respond to every child who has a hand up?" and (8) "How can teachers get their student teachers to ask more meaningful and critical types of questions?" Based on a review of the literature and on an examination of the available research, the report provides eight questioning strategies. (LL)

ED 373 048 SP 035 392

Kershaw, C.; And Others
Teachers' Perceptions about Their Quality of School Life According to Their School Setting, Gender and Years of Teaching Experience.
PUB DATE- Apr 94
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Demography; Educational Research; Elementary School Teachers; Elementary Secondary Education; Higher Education; Longitudinal Studies; Public Schools; *Quality of Working Life; Secondary School Teachers; *Teacher Attitudes; *Teacher Morale; *Teaching Conditions; *Teaching Experience
IDENTIFIERS- *Quality of School Life; Tennessee; University of Tennessee Knoxville

A team of researchers from the University of Tennessee at Knoxville is in its tenth year of working with individual schools to improve the quality of life within educational communities. This paper reports on the current Quality of School Life (QSL) study conducted to assess teachers' perceived levels of satisfaction with the quality of their school life according to school level, gender, and years of teaching experience. Survey data were collected from 701 teachers in 21 Tennessee public schools during the 1992-93 and 1993-94 school years. Although findings indicated that perceptions vary according to school site, some patterns were identified across schools in the selection of specific QSL factors. When analyzed by school, QSL school level factors were found to be significantly different in terms of importance. Communication, support, work load, working conditions and resources were consistently ranked among the most important to teachers, while work enrichment, leadership, and recognition were consistently ranked as among the least important. The study replicates the results of other research and supports the assumptions underlying the QSL process. Suggestions for further research

Sawyer, Richard
Eliciting Utility Functions for Validating Course Placement Systems.
PUB DATE- Apr 94
NOTE- 77p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Faculty; *College Students; *Courses; Educational Assessment; Higher Education; Models; Pilot Projects; Prediction; Student Attitudes; *Student Placement; Teacher Attitudes; Teaching Methods; *Validity
IDENTIFIERS- Decision Theory; *Utility Functions

Course placement systems in postsecondary education consist of an assessment component (to predict students' probability of success in standard first-year courses) and an instructional component (in which underprepared students are taught the skills and knowledge they need to succeed in the standard course). The effectiveness of a placement system depends on students' ultimately succeeding in the standard courses. Success is usually defined in terms of course grades. In this paper a model, based on statistical decision theory, is proposed to help judge the effectiveness of the assessment and instructional components of course placement systems. Methods for eliciting students' and faculty members' preferences for different outcomes of course placement systems are also described. Finally, results of a pilot study of the feasibility of the elicitation methods involving 14 students and 12 faculty members are summarized. Respondents had few difficulties describing their value functions for earning grades and taking remedial courses, and they were able to state their equivalence probabilities. Six tables are included. Appendix A contains the study questionnaires, and Appendix B gives details concerning eliciting the utilities for course grades. (Contains 20 references.) (Author/SLD)

ED 373 068 TM 021 789

Johnson, Randell G.
A Validity Generalization Study of the Multiple Assessment and Program Services Test.
PUB DATE- Apr 93
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Grades (Scholastic); Meta Analysis; *Sample Size; Statistical Studies; *Test Validity
IDENTIFIERS- Criterion Variables; Linear Models; *Multiple Assessment and Programs Services; Subtests; *Validity Generalization

The purpose of this paper was to research published validity reports of the Multiple Assessment and Program Services (MAPS) Test and to conduct quantitative analysis on the validity coefficients from the MAPS reports to determine the generalizability of the results and to identify which variables

Education; Elementary School Students; Information Retrieval; *Item Response Theory; Models; Reading Achievement; *Reading Tests; Research Methodology; Test Format; *Test Items
IDENTIFIERS- *Graded Response Model; Illinois; *Illinois Goal Assessment Program

The strengths of item-response theory (IRT) are used to examine the degree of information individual test items provide, as well as to investigate how the individual item types contribute to the overall measurement accuracy of the Illinois Goal Assessment Program (IGAP) reading test. Using the graded-response model of Samejima (1969), the amount of information each subtest (narrative and expository) provides about the underlying latent ability is studied. Where an item type provides the most information along this ability scale, and how the different item formats (e.g., number of correct inferences) differ in terms of ability to discriminate between levels of reading proficiency are also studied. Data sets of 4,837, 4,840, and 5,011 randomly selected examinees were obtained for grades 3, 6, and 8, respectively. While the expository subtest is generally more informative than the narrative subtest across the three grade levels for low to moderate theta values, the difference does not appear to be substantial. The graded response model appears to be a promising tool that allows examination of the information from each subtest. Fourteen figures illustrate the findings. (Contains 10 references. (SLD)

ED 373 089 TM 021 978

Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1991-92. Statistics in Brief.
PUB DATE- Apr 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditures; Federal Government; *Financial Support; *Government Role; Graphs; *Income; National Surveys; *Public Schools; School Statistics; State Government; Tables (Data)
IDENTIFIERS- *Common Core of Data Program

The sources of public school revenues and how these dollars were spent are summarized in this report. More than $234 billion were collected for public elementary and secondary education in 1991-92 in the 50 states and the District of Columbia. Revenues ranged from a high of approximately $27 billion in California to approximately $539 million in North Dakota. Most of these funds came from state and local governments, each of which provided nearly $109 billion. Much smaller amounts came from intermediate sources, and almost $15 billion came from the Federal Government. Current expenditures for public education totaled over $211 billion, with some $128 billion spent on instruction and approximately $73 billion expended for services in direct support of instruction. Nationwide, an average of $5,029 was spent for each student. On the average, this was nearly $3,057 for instructional services, $1,743 for support services, and $229 for noninstructional purposes. Two figures (pie graphs) summarize revenue and expenditure totals. Four tables provide data on revenues and expenditures by state. (SLD)

ED 373 090 TM 021 979

Public School Student, Staff, and Graduate Counts by State: School Year 1992-93. Statistics in Brief.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Cohort Analysis; Demography; *Dropouts; Ethnic Groups; *Followup Studies; *Grade 9; *High School Graduates; High Schools; High School Students; Public Schools; *Socioeconomic Status; Surveys; Track System (Education); Urban Schools; White Students
IDENTIFIERS- Toronto Board of Education ON

A 5-year followup study was conducted of students who had participated in the 1987 Every Secondary Student Survey of the Toronto (Ontario, Canada) public schools. In the 1987-88 school year, 4,077 Toronto students started grade 9. By the followup year, 56 percent graduated with diplomas or completed 30 or more secondary credits. Eleven percent had not graduated and were still in school, and 33 percent had left school without graduating. The 33 percent cohort dropout rate is quite different from the 8 percent annual dropout rate of 1991-92 for all secondary students. In this cohort, 69 percent of advanced-level students graduated, compared with 40 percent of general-level students and 27 percent of basic-level students. Females were more likely to graduate than males, as were students from high socioeconomic status families. Graduation rates for the major racial groups were (1) Asians, 72 percent; (2) Blacks, 44 percent; and (3) Whites, 59 percent. Credits completed by the end of one year of secondary school was a fairly accurate predictor of graduation. Overall, student achievement was found to be related to sociodemographic variables. Five figures and six charts present study findings. (Contains 20 references.) (SLD)

ED 373 110 TM 022 010

Jenkins, Lynn B.; Kirsch, Irwin S.
Adult Literacy in Iowa: Results of the State Adult Literacy Survey.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Feb 94
NOTE- 223p.; For a related document, see TM 021 508.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Comparative Analysis; *Educational Attainment; Ethnic Groups; High School Graduates; Language Proficiency; Racial Differences; Reading Ability; *Reading Achievement; Reading Skills; Secondary Education; State Surveys
IDENTIFIERS- *Iowa; United States (Midwest)

As part of the National Adult Literacy Survey in 12 states, approximately 1,250 adults in Iowa were surveyed as representatives of the 2.1 million adults in the state. The aim of the survey was to characterize literacy skills based on performance on diverse tasks that reflect the materials and demands that adults encounter every day. Fourteen to 16 percent of adults in Iowa demonstrated skills in the lowest levels of prose, document, and quantitative proficiencies (Level 1). These adults were less likely to have completed high school compared with state averages. Twenty-two to 27 percent performed at Level 2 on the literacy scale, with 36 to 37 percent performing at Level 3. Twenty-one to 27 percent performed at the highest levels. These proficiencies were comparable to those in other Midwestern states. Numbers were too small to provide estimates by racial and ethnic group. Information is provided on education and training, employment, economic status, civic responsibility, and language-use and sensitivity, forms to be used in instructional planning, suggested classroom activities designed to reinforce ESL language principles, and an annotated bibliography. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 660 FL 800 787

McDevitt, Ellen
What Does That Mean? An Introduction to American Idioms.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; *English (Second Language); *Idioms; Instructional Materials; Limited English Speaking; *Literacy Education; Material Development; *North American English; Program Descriptions; Second Language Instruction; Videotape Recordings

A project to develop instructional materials for English-as-a-Second-Language (ESL) instruction is described. It consisted of development and testing of materials on the correct use of American idioms to limited-English-speakers. Twenty-five idioms were selected for use as the basis of the script for an instructional videotape. The idioms were then incorporated into exercises, which were then compiled in handbooks for students and teachers (not included here). The videotape (not included here) features dramatized situations in which the idiom is used correctly, then dramatized interpretation of what the idiom seems to mean, and an explanation of what the idiom really means. A version of the videotape was also produced for the hearing-impaired. The current report describes the process of developing the materials and pilot-testing them with literacy students in several locations. Although there was not sufficient time to post-test students using the materials, it was found that they were well received by both students and literacy providers. A source address for the materials is provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 661 FL 800 791

Nurss, Joanne R.; Rawlston, Susan
Collaborative Planning in a Family English Literacy Program.
PUB DATE- Jun 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Literacy; Age Differences; Classroom Techniques; Conflict Resolution; Cooperation; Elementary Secondary Education; *English (Second Language); *Family Programs; *Intergenerational Programs; Interprofessional Relationship; *Literacy Education; Program Development
IDENTIFIERS- *Family English Literacy

A project to promote collaboration between child and adult literacy educators in a family English-as-a-Second-Language (ESL) literacy program is described. It arose from conflicting opinions and concerns voiced by teachers familiar with different student groups and with different instructional ability to achieve the program's mission of providing loan access to students at reasonable cost to taxpayers was seen as compromised. The pertinent financial statements, details of the audit design, additional reports, comments, and recommendations from 1992 are included. (JB)

ED 372 680 HE 027 564

Fisher, Shirley
Stress in Academic Life: The Mental Assembly Line.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *College Faculty; College Students; *Educational Finance; Educational Trends; Faculty Workload; Females; Financial Problems; Foreign Countries; Higher Education; Public Policy; Sex Bias; Stress Variables; Women Faculty
IDENTIFIERS- Academic Community; Academic Pressure; Academic Professions; *Academic Stress; *United Kingdom

This book examines some of the implications of recent changes in the British academic world created by the financial stringency imposed by the British Government. It is also concerned with the intrinsic pressures of advancement of knowledge and scholarly endeavor. The book also examines the pressures experienced by students who are expected not only to be successful in their chosen field but also to survive a number of psycho-social pressures such as major transitions from the security of home and the financial pressures produced by meeting the escalating costs of books and domestic needs on a limited budget. The book identifies the fundamental issue of the apparent failure of talented female students to become lecturers, senior lecturers, and professors or to obtain positions in higher administration. Finally the book addresses the issue of the demands on academic staff and what might be done to cope with the stressful problems they report. A solution developed in later chapters is to introduce self-selected division of labor in which academics develop a balance of chosen specialties within teaching, research, and administration and are employed in accordance with matches to an institution's needs. Includes an index. Contains 96 references. (JB)

ED 372 681 HE 027 565

Shattock, Michael
The UGC and the Management of British Universities.
PUB DATE- 94
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *College Administration; *Educational Finance; Financial Support; Foreign Countries; Government Role; *Government School Relationship; Higher Education; Public Policy; *Universities
IDENTIFIERS- United Kingdom; *University Grants Committee (Great Britain)

This book reevaluates the role of the British University Grants Committee (UGC) and its effectiveness from 1919 to 1989. The or by the university administration. In many cases Clemson has developed agreements with other higher education institutions, chambers of commerce, and civic clubs in foreign countries to exchange students. However, direct placement with firms abroad has been difficult: many firms are not open to undergraduate interns, most American students prefer to intern in summer, and firms prefer to have students work for at least 6 months. Clemson charges no fee for the internship placement. The job placement rate among graduates 1 year after graduation has increased from 48 percent in 1991 to 52 percent in 1993. (JB)

ED 372 700 HE 027 585

Carl, W. John, III
RIT-CIA Case Study: Classified Research in a University Context.
PUB DATE- 22 Feb 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Government School Relationship; Higher Education; Institutional Cooperation; *Institutional Role; Politics of Education; *Research Projects; *School Policy
IDENTIFIERS- *Central Intelligence Agency; Classified Research; Espionage; *Rochester Institute of Technology NY

A controversy at the Rochester Institute of Technology (RIT) in New York State over that institution's involvement with classified research for the Central Intelligence Agency (CIA) raised issues regarding classified research and institutional leadership. In 1991 M. Richard Rose, then president of RIT, took a 4-month sabbatical to work for the federal government. During his absence, controversy arose over his absence, the lack of information and communications regarding his absence, and over means to examine and correct the situation. A Review Panel reported to the Board of Trustees late in the year and made several recommendations to change and clarify relations between RIT and the CIA. Rose announced plans to retire in 1992. The controversy raised questions about the necessity of university involvement in classified research and many agreed that such research should not take place under RIT auspices. Others argued that RIT could oversee classified research if appropriate policies and procedures were first developed that address disclosure, minimum intrusion, protection of rights, researcher responsibilities, and independent oversight. Appendixes contain a glossary, a list of key players in the controversy, term definitions, and an extensive list of newspaper articles on the controversy. (JB)

ED 372 701 HE 027 586

Eckel, Peter
Building Community in the Freshman and Senior Year Experiences; Completing the Cycle of Student-Institution Involvement.
PUB DATE- 21 Jul 94
NOTE- 23p.; Paper presented at the International Conference on the First Year Experience (Dublin, Ireland, July 21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *College Seniors; College Students; Educational Experience; Higher Education; Intervention; Models; Socialization; *Student College

NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Administration; Audits (Verification); *Compliance (Legal); *Financial Audits; *Financial Policy; Higher Education; Medical Schools
IDENTIFIERS- *State University of NY Health Sci Ctr Syracuse

This audit report addresses the compliance of the Clinical Practice Management Plan at the Health Science Center (HSC) at Syracuse with policies established by the State University of New York (SUNY) Board of Trustees. An executive summary highlights the scope of the audit, audit observations and conclusions, and comments of SUNY officials. An introductory section gives an explanation of the audit scope, objectives, and methodology. The report then examines the spending practices of a group (of six faculty members) in which potentially illegal spending practices were found. Questionable practices were identified in entertainment costs, travel costs, purchase of gifts, personal loans, related party transactions, and purchases that appear to have yielded a personal gain. Questionable practices were also identified for six remaining groups (totaling 140 faculty members) in which, however, no patterns of expenditures resulting in personal gain were found. Overall, the report concludes that serious internal control weaknesses related to the expenditure of clinical practice funds by the various medical service groups were found. It notes the lack of guidelines for controlling the amount or type of spending by the groups with each group functioning in an autonomous manner and lack oversight. Appendices list major contributors to the report and the comments of SUNY officials. (DB)

ED 372 720 HE 027 675

State University of New York Health Science Center at Brooklyn: Clinical Practice Management Plan. Report 93-S-82.
PUB DATE- 17 Aug 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Administration; Audits (Verification); *Compliance (Legal); *Financial Audits; *Financial Policy; Higher Education; Medical Schools
IDENTIFIERS- *State University of NY Health Sci Ctr Brooklyn

This audit report addresses the compliance of the Clinical Practice Management Plan at the Health Science Center (HSC) at Brooklyn with policies established by the State University of New York (SUNY) Board of Trustees. An executive summary highlights the scope of the audit, audit observations and conclusions, and comments of SUNY officials. An introductory section then gives background information and an explanation of the audit scope, objectives, and methodology. The next section examines Practice Plan expenditures noting personal expenses, transfer of funds, inadequately documented costs, and support services. Inappropriate expenditures of the President's Fund are then summarized. The final section reviews billing and revenue including billing procedures, transfers to the President's Fund, reported revenue, and net income. The audit examined a 2-month sample of transactions and found use of clinical practice income for non-business related expenses, lack of adequate documentation of Plan disbursements, inappropriate transfers of Plan funds to foundations controlled

Oklahoma Library Technology Network Plan for Information Sharing and Telecommunications.
PUB DATE- 5 Feb 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Cost Estimates; Databases; Information Networks; *Information Technology; *Library Automation; Library Development; Library Funding; *Library Planning; Library Technical Processes; Program Implementation; Shared Library Resources; *State Programs; *Telecommunications
IDENTIFIERS- *Oklahoma

This plan sets forth approaches for state-level assistance for Oklahoma libraries to exchange information and to share or acquire machine-readable information from public and private sources through telecommunications, as well as for access to these libraries for existing and future state informational databases. Objectives and requirements are defined for the following areas: (1) data telecommunications; (2) communications; (3) planning and consultation; (4) statewide networking development and coordination; (5) bibliographic resources and services; and (6) electronic information resources, services, and delivery. Annual costs are projected for hardware, staffing, and training aspects of the plan. On implementation of the plan, it is expected that 2,195 libraries will have data telecommunications at each major fixed service outlet for interlibrary exchange and public use. (SLD)

ED 372 741 IR 016 687

Cates, Carl M.; Kaye, Barbara K.
Drowning in Data: Sorting through CD ROM and Computer Databases.
PUB DATE- 93
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993). Some appended materials may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracts; Access to Information; *Bibliographic Databases; *Bibliographic Records; Census Figures; Citations (References); Communication (Thought Transfer); Computer Software; Information Retrieval; Marketing; *Numeric Databases; *Optical Data Disks; Statistics
IDENTIFIERS- Business Information; ERIC; PsycLIT

This paper identifies the bibliographic and numeric databases on CD-ROM and computer diskette that should be most useful for investigators in communication, marketing, and communication education. Bibliographic databases are usually found in three formats: citations only, citations and abstracts, and full-text articles. Numeric databases are generally those with numbers and only a minimal amount of explanatory text. They include numeric databases of statistical and survey data, textual-numeric databases with explanatory text, and properties databases of dictionary and handbook-type data. For this paper, bibliographic databases on CD-ROM are categorized into university or academic, general or popular titles, and special titles. Eleven bibliographic databases, including ERIC and PsycLIT, are listed and described. Three major producers of numeric databases are the Census Bureau, Donnelly Marketing Information Services, and Nielsen Media Research. Nine such

Facilities; Library Materials; Library Personnel; *Library Planning
IDENTIFIERS- *Disaster Planning

This document suggests components for a sound disaster plan for libraries and archives. The planning process includes four steps which are covered in this manual: educating the staff about disaster preparedness literature; planning to prevent disasters; preparing to respond to an emergency and minimize its effects; and planning how to restore damaged collections. The manual is organized into two parts. The "Preparation" section covers planning for disaster preparedness and creating a disaster response team. The "Disaster Plan Manual" section includes an overview of a plan, emergency procedures, disaster response procedures, disaster recovery techniques, disaster rehabilitation, prevention and protection measures, and collection priorities. The appendices contain general rules for successful disaster recovery, drying methods for books and documents, a building survey, disaster recovery suppliers and services, and an annotated bibliography of disaster preparedness literature (30 titles). A disaster plan workbook contains worksheets intended to facilitate the completion of a disaster plan. (JLB)

ED 372 763 IR 055 120

Doyle, Christina S.
Information Literacy in an Information Society: A Concept for the Information Age.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 82p.; For a related digest, see IR 055 113.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Annotated Bibliographies; *Curriculum Development; Educational Change; Elementary Secondary Education; *Information Literacy; Information Seeking; Information Skills; Information Technology; Information Utilization; Technological Literacy
IDENTIFIERS- *Goals 2000; National Education Goals 1990

Information literacy is the ability to access, evaluate, and use information from a variety of sources. This document traces the history of the development of the term "information literacy" and discusses the emergence of information literacy as an important concept in contemporary society. Two major events are examined that have driven information literacy into the forefront of educational reform: the Secretary's Commission on Achieving Necessary Skills (SCANS) Report and the National Educational Goals. The impact of technology on the concept of information literacy is discussed. Finally, recent revisions in national curriculum standards that imply recognition of information literacy skills are examined, including mathematics, social studies, and science standards. An annotated bibliography is included. (Contains 41 references.) (JLB)

ED 372 764 IR 055 122

Scaun, Anatole
Library Studies Workbook.
PUB DATE- Jun 94

afford to continue, and 10.4% indicated academic difficulties as their reason for not returning; (4) 33.0% did not intend to return to WCC, 44.3% intended to return within the next year, and 11.3% were undecided; (5) asked whether they were enrolled in another college degree program, 77.4% indicated that they were not, and 18.9% that they were enrolled full-time in a degree program; (6) 37.7% of the respondents were working full-time, 21.7% were working part-time, and 16% were looking for work; and (7) five services were ranked as either "very good" or "good" by 75% of the respondents: "open space on campus," "admissions," "faculty," "financial aid," and "the registrar." The survey instrument is attached. (KP)

ED 372 783 JC 940 392

Student Intent/Attrition Survey, Westchester Community College, Spring 1991: A Report of Findings.
PUB DATE- May 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Participant Satisfaction; Questionnaires; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Westchester Community College NY

In 1991, two student surveys were developed at Westchester Community College (WCC), in New York, to investigate the reasons for student attrition at WCC. The first survey, the "Student Intent Survey," was designed to discover students' reasons for enrolling at WCC, plans for returning the next semester, and graduation plans; while the second survey, "The Student Follow-Up Survey, was designed for students who did not plan to return to WCC. In March 1991, the "Student Intent Survey" was distributed in freshman composition and remedial English classes to approximately 1,650 students, and 1,393 usable responses were returned. Responses to this survey included the following: (1) 55.7% of the respondents reported that their primary reason for attending WCC was to transfer to a four-year college; (2) 72.9% planned to enroll at WCC the following term, and 16.7% were undecided; (3) 61.7% indicated that they planned to graduate from WCC along with students in the Certificate program (77.5%), students between 30-49 years old (76.6%), and Hispanics (70.1%) all of whom indicated that they planned to graduate from WCC in substantially higher percentages than other groups; (4) 36.2% of the students intended to obtain a Bachelor's degree, and 24.5% intended to get a Master's degree; (5) only 20.8% were were attending WCC full-time; (6) most of the respondents were working, with 19.4% employed full-time, 20.8% working between 21 and 34 hours per week, and 27.5% working between 11 and 20 hours per week; and (7) 96.8% of the students indicated that they were "very satisfied" or "satisfied" with WCC. Attainment and persistence figures for the 1990 freshman class suggest that there might be some disparity between the expressed goals of the students and their patterns of continuing enrollment, graduation, and transfer. The two survey instruments are attached. (MAB)

ED 372 784 JC 940 393

Lee, Marcia M.
SUNY Spring 1991 Student Opinion Survey.
PUB DATE- 91

DESCRIPTORS- Associate Degrees; *College Graduates; *College Outcomes Assessment; Community Colleges; Followup Studies; Instructional Effectiveness; *Outcomes of Education; Self Evaluation (Groups); State Surveys; *Student Attitudes; *Transfer Students; Two Year Colleges; Vocational Followup

IDENTIFIERS- *Minnesota Community College System

To gather data on the effectiveness of the Minnesota Community College System (MCCS), four studies were conducted of educational outcomes for graduates of occupational programs, Associate in Arts (AA) graduates, "leavers," and part-time students enrolled for one quarter, respectively. A compilation of job placement studies for 1992-93 occupational graduates conducted individually at the 21 MCCS colleges indicated that 70% percent of associate degree occupational graduates were employed in jobs related to their studies, with another 24% employed in unrelated jobs. Analysis of outcomes studies conducted at MCCS colleges for 1992-93 AA graduates revealed that 64% of the graduates had transferred to a four-year college in fall 1993, with over half transferring to Minnesota universities, and 24% reported employment. A study of 300 "leavers" enrolled in spring 1993 but not returning in fall 1993 resulted in a response rate of 65% and indicated that 75% of leavers were employed; over half were currently enrolled in higher education; 39% had transferred to a four-year college; and 87% rated the quality of instruction at their MCCS institution as good or excellent. Finally, a systemwide study of students enrolled for fewer than six credits during fall 1991 who had not returned as of fall 1993 indicated that for completers (i.e., those who completed at least 60% of their credits) 89% had achieved their goals at least partially, while 58% of non-completers (i.e., those who did not complete any credits) cited job or studies conflicts and 29% cited course/instructional factors. Data tables and the survey instruments are appended to each study. (KP)

ED 372 801 JC 940 440

Schoening, Don; And Others

Emerging Leadership Styles That Promote Continuous Performance Improvement.

PUB DATE- 19 Jul 94

NOTE- 16p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Change; Community Colleges; *Leadership Styles; *Leadership Training; Management Teams; *Mission Statements; *Models; Organizational Development; Organizational Objectives; Teamwork; Two Year Colleges

Following a change of presidents at Independence Community College (ICC), in Kansas, a new mission statement was collaboratively developed by the college community identifying ICC as a comprehensive community-based educational organization committed to improving the quality of life for its citizens. Administrative traits or characteristics applicable to carrying out the college mission were then identified and incorporated into a new vision statement and administrative styles were reviewed that would reflect and effectively implement the new mission and vision. A team leadership model was developed

IDENTIFIERS- *Family Resource and Support Programs; Family Support; *School Linked Services

Since 1980, at least 8 states and more than 200 localities have developed programs that deliver a variety of health, social, and education services at or near schools. Many of the students served by these programs are at risk of failing in school or dropping out. These comprehensive school-linked programs are attempting to improve the educational performance and well-being of at-risk, school-age children by addressing their multiple needs in a coordinated manner at school sites. This report reviews such school-linked programs that provide students with at least three of four primary services--health, education, social services, and employment training--from the school site. The body of the report describes the background of the study and summarizes principal findings, specifically why programs vary and what common elements they share. Appendix 1 explains the objectives, scope, and methodology used to review the delivery of human services at schools. Appendix 2 describes the following school-linked programs, including problems encountered: (1) School-Based Youth Services Program, New Jersey; (2) Kentucky Integrated Delivery System and Family Resource and Youth Services Centers; (3) Texas Communities in Schools; (4) Effective Schools Initiative for Homeless Children and Youth Program, Seattle, Washington; (5) Lawrence New Futures Initiative, Lawrence, Massachusetts; (6) Chatham-Savannah Youth Futures Authority; Savannah, Georgia; (7) New Futures School, Albuquerque, New Mexico; (8) Family Learning Center, Leslie, Michigan; (9) Linn County Youth Service Teams, Oregon; (10) Madison Park Humphrey Center High School, Boston, Massachusetts; and (11) New Beginnings, San Diego, California. Appendix 3 contains summary evaluations on the effectiveness of 6 programs, 5 of which suggest that comprehensive school-linked programs can have a positive short-term impact on improving academic achievement and reducing absenteeism and dropout rates. Thirty-nine references are included. (SM)

ED 372 819 PS 022 123

Hearings on Reauthorization of H.R. 6: The Elementary and Secondary Education Act of 1965. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session, (Washington, D.C., March 4, 18, 23, 31, April 21 and 27, 1993).
PUB DATE- 27 Apr 93
NOTE- 682p.; Serial No. 103-30.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alaska Natives; American Indian Education; *Coordination; Educational Change; *Educational Improvement; *Educational Technology; *Elementary Secondary Education; *Equal Education; Hawaiians; Hearings; Program Improvement; Sex Discrimination; Special Needs Students
IDENTIFIERS- Congress 103rd; Education Consolidation Improvement Act Chapter 1; Education Consolidation Improvement Act Chapter 2; *Elementary Secondary Education Act; Hawkins Stafford Act 1988; Indian Education Act 1988 Title V; Proposed Legislation; *Reauthorization Legislation; School Linked Services; Womens Educational Equity Act

These transcripts provide testimony regarding the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. The first part of the transcripts presents testimony from members of national educational associations urging legislators recent and/or key materials on the topic. The annotations from research studies only identify findings that were statistically significant, and different findings from the same study may be described in different sections, as appropriate. The bibliography is arranged by subject in reverse chronological order. The following topics are covered: (1) family policy and child care in Canada; (2) family policy and child care in the provinces and territories; (3) child care and the broader social context; (4) the economics of child care; (5) family policy and child care in other countries; (6) the effects of child care; (7) parental child care needs and preferences; (8) quality; (9) health and safety; (10) the physical environment; (11) the adult work environment; (12) human resources; (13) contextual factors; (14) child care support services; (15) family day care; (16) school-age child care; (17) rural child care; (18) work-related child care; (19) aboriginal child care; (20) multicultural child care; and (21) child care for children with disabilities. Author and title indexes are included. (AC)

ED 372 838 PS 022 532

Anderson, Mary F.
A Study of Developmentally Appropriate Curriculum for 3-Year-Olds.
PUB DATE- 90
NOTE- 223p.; Master's Thesis, University of the District of Columbia.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Child Development; Cognitive Development; *Curriculum Development; Day Care Centers; Developmental Stages; Emotional Development; Learning Activities; Physical Development; *Preschool Curriculum; Preschool Education; Teaching Methods; *Toddlers
IDENTIFIERS- Brigance Development Record Book; *Developmentally Appropriate Programs; District of Columbia

Based on classroom observations, developmental assessment, individual educational planning, and research, this curriculum describes developmentally appropriate practices to assist adults who work with young children (primarily 3-year-olds) in providing quality care and education. Chapter 1 sets out the study's specific questions, procedures, definitions, and limitations. Chapter 2 describes the goals and objectives of the curriculum which are specified in three areas of development, cognitive, socio-emotional, and physical growth. The following topics are discussed and amplified with suggestions: (1) developmentally appropriate practices in daily, weekly, and long-term planning; (2) active-learning experiences; (3) indoor and outdoor activities; (4) consistent daily routine; (5) classroom and outdoor environments that promote social-cognitive levels of play; and (6) three important processes used by adults to influence children's play (reinforcement, modeling and imitation, and modeling and instruction). Additional developmental activities that adults (as parents or teachers) can provide for preschoolers are also suggested. Chapter 3 describes observation and testing of 3-year-olds in 2 day care centers in Washington, D.C. using the Brigance Development Record Book, which allowed children to respond at their level of development. Results of this testing were used to organize an outline for writing the curriculum. Chapter 4 gives answers and findings to 7 specific questions about the skills and development of 3-year-olds. Chapter 5 than half of their assigned work with a passing grade. Surveys and interviews of teachers, classroom observations, grades, and attendance records showed target students lacked motivation and organizational skills to complete an acceptable percentage of their homework; and some students had poor academic skills and parental support. Based upon a review of the literature, an intervention with three main parts was implemented: teacher use of motivation techniques to increase student involvement; instruction in organizational skills; and teacher use of techniques for increasing students' academic output. An evaluation of the 20-week project showed all symptoms of the original problem were reduced: motivation for academic success improved, assignment completion increased, parent involvement increased, and student behavior and study skills improved. (Appendices include copies of surveys, worksheets, and progress charts. (Author/TM)

ED 372 856   PS 022 633

Livingstone, Ian D.
The Workloads of Primary School Teachers: A Wellington Region Survey.
PUB DATE- May 94
NOTE- 66p.; A report of a survey of primary and intermediate school teachers in the Wellington region, commissioned by the Wellington and Mana branches, and supported by the Wellington district Council, of NZEI-TE RIU ROA.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; Elementary Education; *Elementary School Teachers; Foreign Countries; *Public School Teachers; Teacher Attitudes; Teacher Morale; Teacher Role; Teacher Welfare; Teaching (Occupation); *Teaching Conditions; *Teaching Load
IDENTIFIERS- Job Stress; *New Zealand (Wellington); *Workload

In the wake of administrative reforms, curriculum revisions, and assessment requirements introduced in New Zealand in the late 1980s that increased workloads and stress for teachers, a survey studied the roles and workloads of primary school teachers. How workloads have changed, and how resulting pressures affected teachers' professional work, students, life outside school, health, and views of their future in teaching were also examined. Twenty-nine schools and 160 teachers were surveyed. Results regarding teacher work roles indicated that: (1) about one-third of teachers had some non-class-contact time; (2) teachers whose hours increased gained just under 2 hours per week; (3) teachers in smaller schools carried a greater number of extra-classroom responsibilities than those in larger schools; (4) responsibilities in larger schools were more dispersed, though senior teachers with more service had more responsibilities; and (5) most teachers had some curriculum responsibility, which increased with age and seniority. Results regarding workloads indicated that: (1) the weekly mean was 54.5 hours (6 during weekends), with a mean of 23.9 hours spent in the classroom and 11.7 hours in preparation; (2) workloads appeared to be uniformly high for all types of teachers, but permanent teachers and those in small schools tended to work longer; (3) all teachers perceived workloads as clearly higher than in 1989, with two thirds rating loads as very heavy or above and 64% believing loads would increase; and (4) teachers regarded the impact of these changes negatively, particularly as they affected life outside nonaggressive physical and verbal tactics; and outcomes, such as an unresolved situation, an adult-imposed solution, one child's submission to another, or a mutually agreed-upon solution. Studies of children's conflicts indicate that age makes a difference in conflict resolution; the role of gender, however, is not as clear. Children's conflicts during play are influenced by the play setting, the children's prior relationships, and the presence of adults. Disputes are more likely to occur in closed than open play areas, children who were playing together before a conflict are more likely to resolve the conflict than children who were not playing together, and children more often generate their own solutions to conflicts when an adult is absent than when an adult is present. Implications for teachers and parents can be drawn from the research on children's conflicts. Teachers should: (1) be aware of children's intentions in an apparent conflict; (2) let children who are verbally competent try to resolve their conflict themselves; (3) note whether children were playing together before the conflict; (4) make play spaces accessible and provide ample play materials; and (5) help children, in conflicts characterized by physical strategies, to find words to use to express their feelings. (BC)

ED 372 875 PS 022 854

Katz, Lilian G.
Assessing the Development of Preschoolers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Affection; *Child Development; Childhood Interests; Curiosity; Eating Habits; *Evaluation Criteria; Friendship; Play; *Preschool Children; Sleep
IDENTIFIERS- Authority; *Developmental Assessment; Emotional Expression; ERIC Digests; Toilet Training

To help parents address those aspects of their child's development which may need special encouragement, support, or intervention, this digest delineates 11 categories of behavior for assessment. Parents should not be alarmed if their children are having difficulty in only a few categories, and they should not judge their children's permanent behavior based on 1 day's observation. The categories are: (1) sleeping habits; (2) eating habits; (3) toilet habits; (4) range of emotions; (5) friendship; (6) variations in play; (7) responses to authority; (8) curiosity; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things in life." Concerning these categories, parents should ask whether their child usually falls asleep easily and wakes up rested; eats with appetite; has bowel and bladder control, especially during the day; shows the capacity for a range of emotions over a period of time; initiates and maintains satisfying relationships with peers; varies his or her play and adds different elements to the play; accepts adult authority; exhibits curiosity and adventure; becomes absorbed and interested in something outside him- or herself; expresses spontaneous affection for caregivers; and enjoys the pleasures of childhood. The first 3 of the 11 and other interested parties in ten states, concerning potential changes or issues relating to Indian Education Programs. Such consultation meetings are held 2-3 times per year, with each meeting usually considering 4-7 topics. This document consists of records for the eight meetings held from January 1991 through March 1994, approximately a three-year period. Typical topics reported on are as follows: proposed regulations to establish standardized administrative procedures for operating and administering an educational program for Indian adults; proposed regulations to establish minimum program standards for the operation of early childhood development programs; proposed amendments that set out provisions by which dormitory standards may be waived and that require school children to be immunized against childhood diseases according to the regulations of the state where they attend school; identification of current and proposed advocacy activities for Indian students attending public schools, including activities carried out by tribes, the federal government, states, or organizations; proposed amendments to federal legislation that would expand tribally controlled school grants to include such educational programs as Johnson O'Malley, higher education scholarships, and adult education; proposed BIA policy supporting full inclusion of children with disabilities in the regular classroom; proposal to include the Indian School Equalization Program and tribally controlled community college funds in the Self-Governance Demonstration Project; proposed task force to assess the role of BIA in Alaska Native Education; proposed study of potential arrangements under which a tribe could construct an educational facility with a guaranteed annual lease payment from the BIA to pay back the costs of construction; and proposal to create a national association of tribal/BIA Johnson O'Malley program directors. (AA)

ED 372 893   RC 019 715

Rudnitski, Rose A.
In the Thick of Things: When Teachers Initiate Local School Reform.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; Community Attitudes; Educational Change; High Schools; Interviews; *Resistance to Change; *Rural Schools; *School Community Relationship; *School Restructuring; Secondary Schools; Small Schools; Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Coalition of Essential Schools

This case study examines an effort to restructure secondary education in a small rural Massachusetts public high school. Data documenting the change process include archival records, participant observation, and interviews and questionnaires conducted with community members, school staff, and students in grades 7-12. The restructuring effort occured over 3 years, was teacher initiated, and was supported financially by a Carnegie Planning Grant. This paper debunks the myth of universality often ascribed to rural communities by describing the complications involved in creating school change in a rural community composed of multiple voices. A school restructuring committee made up of teachers, administrators, students, and relative to the mathematics curriculum, the major emphases of the mathematics curriculum, expected program outcomes, and a diagram that traces the possible pathways through the mathematics program. The remaining two sections of the document describe the competency goals and objectives for the courses offered in the Standard Course of Study and supply sample measures corresponding to those competency goals and objectives. The courses in the Standard Course of Study are as follows: (1) Pre-Algebra; (2) Algebra I-A; (3) Algebra I-B; (4) Algebra I; (5) Technical Mathematics; (6) Geometry; (7) Algebra II; (8) Advanced Mathematics; and (9) Advanced Placement Calculus. (MDH)

ED 372 911 SE 053 503

Atweh, Bill, Ed.; Watson, Jane, Ed.
Research in Mathematics Education in Australasia: 1988-1991.
SPONS. AGENCY- Queensland Univ. of Technology (Australia). Centre for Mathematics and Science Education.
PUB DATE- 92
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Algebra; Calculators; Cognitive Development; Context Effect; Educational Research; Elementary Secondary Education; Foreign Countries; Geometry; *Learning Strategies; Literature Reviews; *Mathematics Curriculum; *Mathematics Education; Measurement; Microcomputers; Problem Solving; *Teaching Methods
IDENTIFIERS- *Australia; *Mathematics Education Research; Teacher Researchers

The Mathematics Education Research Group of Australia (MERGA) was officially constituted in 1980. In 1984, MERGA produced the first review of the mathematics education research carried out in that region. This book is the third in that series of research reviews. An overview provides the context in which the Australian research was conducted and relates that to an international context for mathematics education research. A total of 12 chapters have been divided into 3 parts with 4 chapters per part. Part 1 considers the social context within which mathematics educators carry out their research. Part 2 considers the role of cognition, language, learning strategies, and technology in learning mathematics. Part 3 focuses on particular areas of mathematics learning. The chapters are as follows: (1) "Politics of Mathematics Education in Australia" (J. Thomas); (2) "The Social and Cultural Context of Mathematics Education" (B. Atweh, T. Cooper, and C. Kanes); (3) "Gender: A Critical Variable in Mathematics Education" (G. Leder and H. Forgasz); and (4) "Research in Practice: Teachers as Researchers" (J. Mousley); (5) "Cognitive Studies in Mathematics Education" (L. English-Halford); (6) "Research in Learning Strategies in Mathematics" (K. Y. Wong and T. Herrington); (7) "Calculators and Computers in Teaching and Learning of Mathematics" (B. Doig, M. Carss, and P. Galbraith); and (8) "Language Factors in Mathematics Education" (N. Ellerton and P. Clarkson); (9) "Research on Early Childhood Mathematics Development" (R. Perry, J. Mulligan, and R. Wright); (10) "Research in Mathematical Problem Solving" (I. Putt and I. Isaacs); (11) "Research in Geometry and Measurement" (G. Davey and J. Pegg); and (12) "Research in Teaching and Learning Algebra" (M. Macgregor and C. Quinlan). A list of contributors is provided. (MDH)

ED 372 912 SE 053 534

implementation, and the longitudinal study of CGI in primary schools, including: development of educational materials, urban settings, and preservice education. The study finds there is a pervasive view held by teachers, students, and the public that equates with telling students what to learn and how to learn it rather than with guiding students' learning process. Changes in instructional practices must accompany changes in materials. (MKR)

ED 372 930 SE 054 238

Philipp, Randolph; And Others
Reflective Practitioners Reform School Mathematics.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Junior High Schools; *Mathematics Instruction; *Mathematics Teachers; Middle Schools; *Teacher Behavior; *Teaching Methods
IDENTIFIERS- *Knowledge Base for Teaching; Pedagogical Content Knowledge; *Reflective Teaching; Reform Efforts; Subject Content Knowledge

Members of the National Center for Research in Mathematical Sciences Education Working Group on the Teaching/Learning of Quantities began research in 1991 to identify the teacher characteristics associated with individuals considered by their peers as leaders or early adopters--whose mathematics teaching already exemplifies the spirit of the (NCTM) National Council of Teachers of Mathematics Standards. This article describes findings from a preliminary study which sought information on middle school mathematics teachers' conceptions of teaching, their pedagogical and content knowledge, and their teaching behaviors. Data were obtained on teacher characteristics by conducting extensive interviews, an assessment of content knowledge, and observations during a series of 3-hour seminars over a 3-month period. A framework containing five categories of conceptions of mathematics teaching was used. The five categories are: what mathematics is, what it means to learn mathematics, what it means to teach mathematics, what the roles of the teacher and the students should be, and what constitutes evidence of student knowledge and criteria for judging correctness, accuracy, or acceptability of mathematical results and conclusions. Findings revealed that these teachers: focused on problem solving, conceptual relationships and understanding, and communication in mathematics; had a comprehensive knowledge of the mathematics they were teaching; and participated in their own professional growth by attending conferences and inservice programs, completing graduate studies, and continuing to seek encouragement and support for their reform efforts. (MKR)

ED 372 931 SE 054 248

Kupari, Pekka, Ed.; Haapasalo, Lenni, Ed.
Constructivist and Curriculum Issues in School Mathematics Education: Mathematics Education Research in Finland: Yearbook 1992-1993. Theory into Practice 82. Publication Series B.
PUB DATE- 93
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Teachers; *Science Instruction; *Science Teachers; *Teaching Methods
IDENTIFIERS- Australia; *Exemplary Teachers

Teachers rarely get to see good teaching in the classes of others, usually because they are too busy in their own classrooms. The teaching practices of mathematics and science teachers recognized as good teachers in Western Australia were studied in the hope that other teachers might learn from these findings. Exemplary teachers (n=22) and a comparison group of non-exemplary teachers were observed and the students of these teachers completed questionnaires. This article discusses the patterns of behavior found among the exemplary teachers in the areas of: classroom management, emphasis on student understanding, favorable classroom learning environment, strong content knowledge, and encouraging student participation. (MKR)

ED 372 951 SE 054 513

Jorgensen, Margaret
Assessing Habits of Mind. Performance-Based Assessment in Science and Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Competency Based Education; Elementary Secondary Education; *Mathematics Instruction; *Portfolios (Background Materials); *Science Instruction; *Student Evaluation
IDENTIFIERS- *Performance Based Evaluation

To improve education, educators and policymakers must acknowledge the fact that often what happens in the classroom is governed by achievement tests, college entrance examinations, and other standardized tests. It is for this reason that many have begun to look at methods of assessment when considering the improvement of education. This document presents a discussion of performance based assessment. This method of assessment requires that students complete, demonstrate, or perform the actual behavior of interest. It is noted that the textbook is not to be used as a guide in creating high-stakes assessments for use in promotion/retention, program evaluation, or teacher evaluation; instead it is to be used as a tool for teachers to improve their classroom instruction. The book contains the following chapters: (1) "How Will This Book Help?"; (2) "What Is Performance-Based Assessment?"; (3) "Why Use Performance-Based Assessment in the Classroom?"; (4) "How Can Performance-Based Assessment Really Work?"; (5) "How Can Scoring Guides (Rubrics) Communicate Complex Information?"; (6) "How Can Teachers Be Informed Consumers?"; and (7) "What Are the Critical Questions About Performance-Based Assessment?" Also included is a brief guide to ERIC. (Contains 54 references.) (ZWH)

ED 372 952 SE 054 564

Rillero, Peter
Doing Science with Your Children. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94

addresses of state departments of education and publication titles. Chapter 7 is an annotated list of recommended curriculum guides for social studies. Chapter 8 reprints sections of two social studies guides to use as examples. Chapter 9 is a source list for special projects. Chapter 10 gives information on children's trade books. Chapter 11 is an annotated list of curriculum material producers and textbook publishers. Chapter 12 describes statewide text adoption. Chapter 13 is an index to reviews of textbooks. Chapter 14 provides a list of the publishers. (DK)

ED 372 973 SO 023 209

Ramos, Arnoldo, Ed.; And Others
Redescubriendo America. Guia Pedagogica: Des-Cubriendo la Historia y Legado de la Conquista (Rediscovering America. Teaching Guide: Uncovering the History and Legacy of the Conquest).
SPONS. AGENCY- Virginia Foundation for the Humanities and Public Policy, Charlottesville.
PUB DATE- 92
NOTE- 101p.
LANGUAGE- Spanish; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian History; Bilingual Instructional Materials; Critical Thinking; *Culture Contact; Higher Education; History Textbooks; *Indigenous Populations; Latin American History; *Latin American Literature; Multicultural Education; Poetry; Secondary Education; Spanish; Textbook Bias
IDENTIFIERS- Columbus (Christopher); Historians; *Latin America

This document makes the argument that since the European conquest of the Western Hemisphere, society has had a policy of "covering" the history of the indigenous people. The systems of religion, farming, government, education, and the economy of native peoples from the Arctic to Tierra del Fuego were outlawed and repressed. Textbooks today either distort or have nothing to say about the history of indigenous resistance to conquest and African resistance to slavery. Covering goes beyond the lines of race and ethnicity to all subordinate groups. The world is in desperate need of rethinking. In this process children may begin to lose Columbus and other explorers and leaders as heroes. In exchange they may gain a much richer sense of their own history. Divided into five chronological, thematic sections, the book, through essays, poems, and stories: (1) seeks to encourage a comparative study of political and economic systems of Europe and pre-conquest America; (2) describes how one can teach about the conquest and its legacy, suggesting that the myth of the conquest teaches children which voices to listen for and which to ignore; (3) documents the impact of the new world order following the conquest, colonialism, on people's ability to support their families and protect their cultures, the environment, national economic development, and sovereignty; (4) presents the views of liberation theology, and movements for social justice; and (5) shares stories and visions of poets and community workers who have taken up the challenge to create a new vision of America. (DK)

ED 372 974 SO 023 220

Burke, Geraldine
Equity for Women in the 1990s: Regents Policy and Action Plan

Both teachers and students expressed that rewards did not encourage attendance. Personal contact and make up work did the most to increase attendance. Teachers felt more secure and successful with the increased ability to use new teaching skills. Extensive appendices highlight eight areas of supplemental information: (1) Church Education System (CES) news release; (2) CES mission statement; (3) curriculum sample; (4) certificate of achievement; (5) make up guidelines; (6) sample class roll; (7) sample monthly report; and (8) student questionnaire. (Author/CK)

ED 372 992 SO 024 062

Samuel, John, Ed.; Micou, Ann McKinstry, Ed.
Educational Initiatives at the Tertiary Level for Black South Africans: Constraints, Changes, and Challenges. South African Information Exchange, Working Paper Number 23.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Mott (C.S.) Foundation, Flint, Mich.; Patrick and Anna M. Cudahy Fund, Milwaukee, Wis.
PUB DATE- Oct 92
NOTE- 77p.; Contains papers delivered at the Rockefeller Foundation Bellagio Study and Conference Center (Bellagio, Italy, April 17-21, 1989). Financial assistance also provided by the Genesis Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Blacks; *Educational Change; Educational Demand; *Educational Discrimination; Educational Economics; *Educational Finance; Educational Improvement; *Educational Innovation; Educational Opportunities; Educational Resources; Educational Supply; Foreign Countries; *Higher Education; Racial Discrimination
IDENTIFIERS- *South Africa

Looking primarily at the issues of black students at South African universities and of access and bursaries, the seven articles contained in this document focus on access to tertiary education, the kind of support provided to students once they have gained access, and the roles for which people are being educated. Following an introduction by John Samuel, the first article, "Underprepared Students in Underprepared Universities," by Hugh H. Philpott puts forward an alternative manner of addressing the issue of academic support programs more integrally related to the university. In the second article, "Black Universities: The Persistent Challenge," Buti Tlhagale examines the constraints and challenges of the universities and recognizes them as important arenas in the struggle for democratic university education in South Africa. The third article, "The University of Durban-Westville: The Struggle for a Progressive Identity" by Ratnamala Singh, highlights the danger of viewing all of the black universities as the same. The fourth article, "Persistent Problems at Tertiary Level: Some Possible Solutions Developing at the University of the Western Cape," Merlyn C. Mehl and G. Jakes Gerwel address ways to extend resources so that large numbers of students have access. In the fifth article, "Bursaries in South Africa: Factors To Consider in Drafting a Five-Year Plan," Neville Alexander points out the need for an effective research capacity, coordination, and the development of a database. In the sixth article, "Manpower Needs in South Africa: Challenges Facing Education and Educators," George re-examine the methods of assessing student performance. In the second article, "Authentic Assessment in Social Studies," Jack L. Nelson conveys why standardized testing does not measure effectively skills taught in social studies and presents a strong case for social studies teachers to demand more authentic assessment approaches aimed at developing students' critical thinking, ethical decision-making, and the refinement of conceptual ideas. Pat Nickell in the third article, "Performance Assessment in Principle and Practice," offers guidance for developing performance tasks for classroom use and gives several examples. In the final article, "Performance Assessment in Social Studies: What CRESST Research Tells Us," Pam Aschbacher and David Niemi review present initiatives to emphasize deepening understanding, higher order thinking skills, and more authentic assessments of student outcomes in the social studies. They explore the research-based premises about developing performance assessments and provide examples of how to employ assessment tasks to improve instruction. (CK)

ED 373 011 SO 024 328

National Report on Schooling in Australia, 1992 and Statistical Annex.
PUB DATE- 93
NOTE- 297p.; For the 1991 report, see ED 369 666.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Educational Assessment; Educational Finance; Educational Innovation; Educational Needs; *Educational Objectives; *Educational Practices; *Educational Trends; Elementary Secondary Education; Equal Education; Foreign Countries; *National Surveys; Program Effectiveness; State Surveys
IDENTIFIERS- *Australia

Besides highlighting new national, state, territory, and commonwealth initiatives in Australian schooling, the fourth annual national report provides commentary on the operation of school systems, priority objectives, the participation of students in schooling including equity initiatives, areas of student learning, outcomes, teaching, learning, and the application of financial resources to the schools. Following a list of the 10 common and agreed national goals for schooling in Australia, a national overview of education in Australia offers the state of progress towards achieving national goals for schooling through a national collaboration in curriculum. The subsequent nine chapters accent information on the role of the commonwealth initiatives and give a more detailed account of schooling provision and educational initiatives in each of the following states and territories: (1) New South Wales; (2) Victoria; (3) Queensland; (4) South Australia; (5) Western Australia; (6) Tasmania; (7) Northern Territory; (8) Australian Capital Territory; and (9) Commonwealth. Each chapter contains information from the government and non-government sectors of Australian schooling and emphasizes the objectives for each state and territory. A separately published 64-page "statistical annex" containing 41 supplementary statistical tables (no text) is appended. (CK)

ED 373 012 SO 024 388

Smith, Michelle; And Others
Carbons to Computers: The Changing American Office.

audio tape recordings of a live teaching episode; and (3) systematic teacher reflection. Portfolios, a purposeful collection of materials by and about a teacher that both the teacher and others can use to evaluate performance, are also described. A summary asserts that the validity and reliability of teachers' self-evaluation depends on their capacity for accurately and consistently judging their own performance. (Contains 23 references.) (LL)

ED 373 028 SP 035 367

Cochran, H. Keith
Differentiating Whole-theme and Common Paradigms of Instruction.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Higher Education; Instructional Design; *Instructional Effectiveness; Instructional Innovation; *Learning Theories; *Models; Teacher Attitudes; *Teaching Methods; *Thematic Approach; *Thinking Skills; Undergraduate Students

Many educators assume that learning occurs best when a student assembles a body of knowledge one piece at a time. With this approach, the teacher allocates to the student a proportioned number of pieces during each class period and the student's job is to work toward making the pieces form some intelligible and meaningful whole. The whole-theme model is an alternative to this approach. Thematic instruction begins by presenting an entire domain from the beginning of instruction instead of building and assembling a body of knowledge piece by piece. The teacher expands the theme through each successive class until students conceptualize the domain in its detailed complexity. Because the theme is always present in the mind of the learner, it facilitates understanding of how and where specific pieces fit into the whole and provides a vehicle for spontaneous learning and reorganization to occur. A case example illustrates a thematic context which led to the spontaneous exploration of contemporary issues relating to intelligence. Empirical evidence indicates that students demonstrate a greater capacity for higher order thinking if they are taught by a whole-theme approach rather than in a piecemeal fashion. (Contains 15 references.) (Author/LL)

ED 373 029 SP 035 368

Pugh, Ava F.; And Others
The Effects of Accreditation on Preservice Teachers' Attitudes toward Elementary Methods Courses.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Research Association (New Orleans, LA, November 10-12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); Attitude Measures; Education Majors; Elementary Education; Higher Education; *Methods Courses; Practicum Supervision; *Preservice Teacher

and 13 statistical tables detailing study findings complete the document. (Contains 43 references.) (LL)

ED 373 049 SP 035 393

Little, Judith Warren
Teachers' Professional Development in a Climate of Educational Reform. NCREST Reprint Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Educational Assessment; *Educational Change; Educational Practices; *Educational Trends; Elementary School Teachers; Elementary Secondary Education; Inservice Teacher Education; *Policy Formation; *Professional Development; *School Restructuring; Secondary School Teachers; Social Stratification; Teacher Improvement; Trend Analysis
IDENTIFIERS- Diversity (Student); Paradigm Shifts; Professionalization of Teaching; *Reform Efforts; Training Effectiveness

This essay posits a problem of "fit" between five streams of reform (subject matter teaching, diverse student populations, uses of student assessment, social organization of schooling, and professionalization of teaching), and prevailing configurations of teachers' professional development. It argues that the dominant "training" model of teachers' professional development, a model focused primarily on expanding an individual's repertoire of well-defined classroom skills, is not adequate to the ambitious visions of teaching and schooling embedded in present reform initiatives. The paper begins by posing ways in which current reform movements shape challenges, possibilities, and constraints for teachers' professional development. Section 2 frames a policy dilemma that revolves around the limitations of the dominant training paradigm. A third section introduces principles that seem especially congruent with reform requirements, together with examples of four options that appear to hold promise: (1) teacher collaboratives and other networks; (2) subject matter associations; (3) collaborations targeted at school reform; and (4) special institutes and centers. The final section outlines emerging issues that bear on the fit between reform imperatives and teachers' professional development such as the complexity and uneven pace of systemic reform, problems of "fit," and the school work place and teachers' opportunity to learn. (Contains approximately 75 references.) (Author/LL)

ED 373 050 SP 035 395

Huhtala, Jack
Group Investigation: Structuring an Inquiry-Based Curriculum.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

in the reports impact these coefficients. The specific question addressed was whether validity coefficients are related to the size of the sample populations, the subtest on the MAPS test, the location of testing sites, and criterion variable. This review used validity generalization procedures to evaluate the generalizability of previous test data from six studies (18 subtest cases). A general linear model was used to examine the relationships between the size of the populations, the subtest of MAPS, the location of testing sites, and the criterion variable used in determining the correlation coefficient. Analysis indicated that the validity coefficients were not generalizable across the different settings. Data from the individual states were significantly different from the national samples. Use of an alternate test as a criterion variable was significantly different from course grade and grade point average variables. Neither sample size nor the MAPS subtests were statistically significant. Eight tables are included. (Contains 26 references.) (Author/SLD)

ED 373 069 TM 021 791

Woodruff, David
Linear Models for Item Scores: Reliability, Covariance Structure, and Psychometric Inference.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; Comparative Analysis; Factor Analysis; *Psychometrics; *Scores; *Statistical Inference; Statistical Studies; *Test Items; Test Reliability
IDENTIFIERS- Alpha Coefficient; *Covariance Structure Models

Two analyses of variance (ANOVA) models for item scores are compared. The first is an items by subject random effect ANOVA. The second is a mixed effects ANOVA with items fixed and subjects random. Comparisons regarding reliability, Cronbach's alpha coefficient, psychometric inference, and inter-item covariance structure are made between the models. When considering the inter-item covariance structures for the two ANOVA models, brief comparisons with factor analysis models are also made. It is concluded that inference from a sample of items to a population of items requires homogenous inter-item covariances, that reliability has different meanings under the two models, and that while coefficient alpha is a lower bound for reliability under the second model, it is not under the first. (Contains 51 references and two tables). (Author/SLD)

ED 373 070 TM 021 792

Ang, Cheng H.; Noble, Julie P.
Incremental Validity of ACT Assessment Scores and High School Course Information for Freshmen Course Placement.
PUB DATE- Sep 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Course Selection (Students); Decision Making; English; Grade Point Average; *Grades (Scholastic); Higher Education; High Schools; High School Students; Mathematics; Pilot Projects; *Prediction; Reading; Scores; *Student Placement; *Test Validity

PUB DATE- Jun 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Enrollment; *High School Graduates; National Surveys; Outcomes of Education; *Public Schools; School Districts; *School Personnel; School Statistics; State Government; *Teachers; Teacher Student Ratio

In 1992-93, there were 42.7 million students enrolled in public elementary and secondary schools in the 50 states and the District of Columbia. Of these, 24 million were in prekindergarten through grade 6, 17.9 million were in grades 7 through 12, and 0.8 million were in ungraded classes. Nearly 2.5 million teachers provided instruction for these students, with 1,362,000 teachers in elementary schools and 213,000 in secondary schools. The ratio of total students to total teachers for the nation was 17.4 students per teacher. There were 44,000 school district officials and administrators and 122,000 school administrators. Some 2,212,000 students received regular high school diplomas in 1991-92 school year, and an additional 64,000 received other types of diplomas. A pie graph illustrates the staff distribution by category for elementary and secondary education, and four tables present the national information on school membership, student-teacher ratios, and staff employed. (SLD)

ED 373 091 TM 021 980

Wang, Chen-Shih; Ackerman, Terry
An Examination of Response Dependency When There Is More than One Correct Answer.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Elementary Education; Elementary School Students; Grade 3; Grade 6; Grade 8; Inferences; *Multiple Choice Tests; *Reading Tests; *Responses; Test Format; *Test Items; Thinking Skills
IDENTIFIERS- *Dependence (Test Items); Expository Text; Illinois; *Illinois Goal Assessment Program; Local Independence (Tests); Narrative Text; Testlets

Passages used in the Illinois Goal Assessment Program (IGAP) reading test are intact pieces of literature, stories, and essays that match classroom reading assignments and typical student reading experiences. There are 15 testlets, each containing 5 items, associated with each passage. Each testlet requires students to demonstrate various levels of cognitive skills, from responding explicitly to drawing conclusions not directly stated, solving problems not discussed within the text, and using information derived from the passage. Because the texts often support more than one correct inference, the Illinois reading assessment uses a multiple-response (or multiple-correct) rather than multiple-choice format. This study investigates the magnitude of the dependence of items within and between testlets for IGAP narrative and expository subtests at grades 3, 6, and 8 (4,837, 4,840, and 5,011 examinees, respectively). Results suggest that the format has literacy practices. Results from Iowa's and other states' surveys indicate that many adults do not display the levels of literacy proficiency needed for success in today's world. Five figures and 75 tables present survey findings. Three appendixes provide technical information. (SLD)

ED 373 111 TM 022 011

Mayeske, George W.
Life Cycle Program Management and Evaluation: An Heuristic Approach. Parts 1 and 2.
PUB DATE- Apr 94
NOTE- 375p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; Case Studies; *Heuristics; Life Cycle Costing; Program Development; *Program Evaluation; Program Implementation; Program Improvement; Theories; *Workshops
IDENTIFIERS- *Cooperative Extension Service; *Life Cycle System Management Model

This monograph is divided into two parts. Part 1 is meant to serve as a conceptual guide for those facilitating or conducting life-cycle program-management workshops focused on any of the life-cycle stages of: (1) problem finding; (2) program design; (3) program development; (4) program implementation; (5) program maintenance and improvement; and (6) program redirection. Because the framework will be amended and emended from experiences gained in the workshops and later results, the approach is termed "heuristic." A Life Cycle Guidance Team should be formed to sustain the plausibility of the program through its stages. For these purposes, a program is a theory that relates a set of organized activities and resources to intended results. Life-cycle program management and evaluation is applicable to many situations, but in this monograph it is directed toward educational operations of the Cooperative Extension System, with its many years of experience in providing educational programs. Each aspect of the life cycle is examined in some detail. Forty-one figures and 62 tables illustrate the discussion. Four appendixes give more detail on workshop conduct, the outline of a case report, and definitions used in life-cycle program management. Part 2 of the guide focuses on: (1) initiating the program and monitoring implementation; (2) maintaining and improving the program; (3) redirecting the program; (4) managing special topics in the life-cycle program; (5) evaluating the life cycle program; (6) conducting in-depth evaluation studies; and (7) sharing and using the results of evaluations. Twenty tables and 13 figures illustrate the discussion. Four appendixes provide details about conducting workshops and a glossary. (Contains 187 references.) (SLD)

ED 373 112 TM 022 041

Blank, Rolf; And Others
SASS by State, 1990-91 Schools and Staffing Survey: Selected State Results.
PUB DATE- Jun 94
NOTE- 166p.
LANGUAGE- English

frames of reference. Quarterly teacher preplanning sessions and weekly planning meetings were held to define and expand on instructional themes. The planning sessions were found to be most useful when carefully structured to work toward specific, stated project goals, using a grid system. Teachers came to the weekly sessions with ideas to implement the agreed-upon theme and explained them in detail. It was found that to collaborate fully, child and adult educators had to adjust their perspectives somewhat. Native language community liaisons were frequent participants in planning sessions. Although these individuals initially adhered to traditional concepts of instruction, they adapted their approaches to the conceptual framework underlying the project. It is concluded that while the project took much time and energy, its results were worthwhile and made it possible to address the needs and value the strengths of all students. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 662 FL 800 794

Parks, Carolyn
Closed Captioned TV: A Resource for ESL Literacy Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Adult Basic Education; *Broadcast Television; Classroom Techniques; Educational Trends; *English (Second Language); Federal Legislation; *Federal Regulation; Instructional Effectiveness; Instructional Materials; *Language Skills; *Literacy Education; Second Language Instruction; Skill Development; Technological Advancement; Time Factors (Learning); Trend Analysis
IDENTIFIERS- *Closed Captioned Television; ERIC Digests

Recent technological, pedagogical, and regulatory developments have heightened awareness and appreciation of the utility of closed captioned television (CCTV) for adult English-as-a-Second-Language (ESL) and literacy instruction. A federal mandate that most televisions provide a closed caption decoder, increased captioning of all program types, and additional research on the benefits of CCTV for ESL learning support the use of the medium. Several technological advances make classroom use of CCTV materials less time-consuming for teachers and a rich experience for students. Captions can now be captured for simultaneous printing or computer use and exercises can be developed for using this material. Sample exercises include punctuation analysis of the large-type captions, lessons on grammar and vocabulary, study of cultural patterns and social behavior, analysis of intonation and stress, study of the techniques used by captioners to make captions brief and succinct, and construction of adult activities using the slower-paced children's programs. Training in the use of CCTV and sharing of teaching experiences will allow educators to exploit the power and effectiveness of television as a language and literacy learning tool. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 663 FL 800 818

UGC was the machinery for funding British universities and played a key role in shaping the British university system. The book proceeds on a thematic rather than chronological format. Chapter 1 considers the relationships between UGC and its two principals, the Government and the universities, between 1919 and 1989. Chapter 2 describes the failure to build a satisfactory relationship with the Research Councils. Chapter 3 reviews the way the UGC influenced the academic development of the university system. Chapter 4, 5, and 6 deal with key areas of UGC interest, the founding of the New Universities of the 1960s, the relationship between the private and public funding of universities, and the weaknesses of the UGC machinery that were exposed by the Cardiff Affair. Chapter 7 gives an account of the replacement of the UGC by the Universities Funding council. Chapter 8 reflects on the importance of the UGC to the British universities and the strength and weaknesses of its approach to the management of the university system. Includes an index. Contains 215 references. (JB)

ED 372 682 HE 027 567

Davidson, Barry S.; Muse, Charles T.
A Ten Year Longitudinal Study Comparing 1980 Freshman Students' Persistence to Graduation at Two Selected Universities.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Students; *Dropout Rate; Dropout Research; *Educational Attainment; Graduation; Higher Education; Longitudinal Studies; *School Holding Power; Stopouts; *Student Attrition; Universities
IDENTIFIERS- *Pittsburg State University KS; *University of Nevada Reno

The purpose of this study was to compare the retention, progression, graduation, and attrition rates of first time freshman enrolled in four-year undergraduate programs at the University of Nevada, Reno (UNR), and Pittsburg State University (PSU), Pittsburg, Kansas. The characteristics of both schools and the limitations of the study are presented in detail. The study found that the attrition rate was greatest between the freshman and sophomore years at both schools, that out-of-state students had a first year attrition rate of 38 percent for PSU and 40 percent for UNR. Other results, such as effects of "stopping out" are discussed, as well as implications for further research and college retention programs. (Contains 18 references.) (MDM)

ED 372 683 HE 027 568

Gordon, Howard R. D.
Experiences Related to the Leadership Skills of College of Education Students.
PUB DATE- May 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Demography; *Education Majors; Higher Education; *Influences; *Leadership Qualities; Perception; Schools of Education; Self Concept; *Self Evaluation (Individuals); Sex Differences; Statistical Analysis; *Student Characteristics; *Student Leadership

Relationship; Student Experience
IDENTIFIERS- Learning Environment; Transition Management; *University of Maryland College Park

This paper explores the concepts, and highlights the similarities, of the freshman and senior year experiences, applies these to theoretical transition and socialization models, discusses frameworks, and presents enhancement interventions. A section on freshman and senior year experiences looks at the common focus currently on the entering student experience and the common neglect of the final year student experience. This section also points out several similarities between the freshman and senior year experiences. A section on transitions which are common to both the freshman and senior years, offers a theoretical explanation of the transition and socialization processes. A section on programmatic themes discusses development of a sense of institutional community and work at the University of Maryland at College Park on enhancing the senior year experience. A section on intentional interventions looks at efforts at the University of Maryland at College Park. A final section details some institutional benefits to focusing on freshman and senior year experiences. Appended are a list comparing the freshman and senior year experiences, six principles of community, and a figure showing a framework for conceptualizing the senior experience. Contains 38 references. (JB)

ED 372 702 HE 027 587

Davis, Todd M.; Murrell, Patricia Hillman
Turning Teaching into Learning. The Role of Student Responsibility in the Collegiate Experience. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 4p.; For the full length report see HE 027 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Outcomes Assessment; College Role; College Students; Educational Environment; Higher Education; Institutional Research; Student Attitudes; Student Behavior; Student Characteristics; *Student College Relationship; Student Participation; *Student Responsibility; Student Role; *Undergraduate Study
IDENTIFIERS- Astin (Alexander W); College Student Experiences Questionnaire; ERIC Digests; Pascarella (Ernest T); Tinto (V)

This is a digest of a monograph that explores recent theory and research on the importance of college students' effort and involvement in promoting positive college outcomes. An opening section introduces the issue noting that institutions must work to create a climate in which all students feel welcome and able to fully participate. At the same time institutions must nurture an ethic that demands student commitment and promotes student responsibility. A section on student responsibility summarizes Robert Pace's standards embedded in the College Student Experience Questionnaire. Student responsibility is important as the key to all development and learning, because irresponsible students diminish the collective academic life, and because responsible habits pay lifetime benefits to the individual and society. A following section notes the work of Vincent Tinto, Alexander Astin, and Ernest Pascarella on student responsibility. A final section looks at how institutions can encourage responsible student behavior by by related department chairmen, inappropriate expenditures of the President's Fund, and a lack of controls over Plan revenues. Appendices list the major contributors to the report and comments of SUNY officials. (DB)

ED 372 721 HE 027 676

Financial Aid for Students Workbook, 1994-95 School Year = Ayuda Financiera para Estudiantes, Libreta del Ano Escolar 1994-95.
PUB DATE- 94
NOTE- 50p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; Federal Aid; Financial Aid Applicants; Grants; Higher Education; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Paying for College; Scholarships; State Aid; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *California

Presented in both English and Spanish language formats, this workbook explains how California residents can qualify for and obtain student financial aid in the form of federal and state grants and loans, work-study programs, institutional grants, federal campus-based programs, and the Federal Family Education Loan Program loans. A calendar of critical dates for college-bound high school students is provided on the inside cover. The workbook then addresses the following topics: (1) qualifying for student aid (the expected family contribution, the student's contribution, and the definition of an independent student); (2) determination of financial need (the financial aid award package and average college costs in California); (3) directions for applying for financial aid (comparing college costs and student aid programs); (4) federal aid programs (Pell Grants, Federal Supplemental Educational Opportunity Grants, work-study programs, and Perkins loans); (5) state aid programs (California grants, work-study, specific scholarships, and specific loan programs); (6) Federal Family Education Loan Programs (Stafford student loans, supplemental loans for students, and consolidation loans); (7) financial aid from schools and colleges; (8) benefits for special groups (veterans, disabled students, American Indians, and families with dependent children); and (9) other financial aid options. Also included are a list of student aid reference books, a dictionary of terms, and a financial aid checklist. (DB)

ED 372 722 HE 027 677

Harrington, Charles; And Others
An Examination of Institutional Research Functions and Structures in Georgia Higher Education.
PUB DATE- 1 Jun 94
NOTE- 30p.; Paper presented at the Annual AIR Forum (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

databases are described. CD-ROMs that serve as catalogs of available databases are discussed, as are databases available on diskette. The volumes of information available to researchers can no longer be accessed without including this and other computer technology. Nine figures illustrate the discussion. An appendix lists 13 resources on CD-ROM products. (Contains 37 references.) (SLD)

ED 372 742 IR 016 692

Mizell, Al P.
The Use of Telecommunications in Graduate Teacher Training.
PUB DATE- Mar 91
NOTE- 12p.; Paper presented at the Annual Microcomputers in Education Conference (11th, Tempe, AZ, March 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Distance Education; Doctoral Programs; Educational Technology; *Electronic Classrooms; Graduate Students; Higher Education; *Inservice Teacher Education; Masters Programs; Online Systems; *Telecommunications; Workshops
IDENTIFIERS- *Nova University FL

Nova University (Florida), which began its initial efforts in distance-delivery teacher education in 1983, now has doctoral and master's degree programs in which professional educators, information specialists, trainers, and others in similar fields are committed to a program of intense work and challenge through telecommunications. Students who enrolled in the early program stages faced a number of problems with the compatibility of technology, but these were surmounted with hard work and ingenuity. Students are now required to participate in scheduled electronic classroom sessions during their courses. Up to 23 students can be online at the same time, with one instructor. Instructor and student questions can be answered, and a recording is made of the classroom session. In February 1991, the Child and Youth Studies doctoral program began its first National Cluster. Students meet on campus twice a year, rather than monthly (the usual cluster format) and attend a week of concentrated workshops in July. This field-based approach allows professionals from all over the country to meet their needs for inservice education. So far, the system is working well, and has a bright future. A chart and a fact sheet further describe the programs of Nova University. (SLD)

ED 372 743 IR 016 693

Barnes, William G. W.
Constructing Knowledge from an Ill-Structured Domain: Testing a Multimedia Hamlet.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Educational Technology; *English Literature; Higher Education; *Hypermedia; *Instructional Design; Knowledge Level; Literary

NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Libraries; Higher Education; Library Circulation; Library Collections; Library Guides; *Library Instruction; Library Materials; Library Services; *Library Skills; Online Catalogs; Orientation Materials; Reference Services; *Search Strategies; Users (Information)
IDENTIFIERS- Bloomsburg University PA

This workbook is designed to introduce the Harvey A. Andruss Library at Bloomsburg University (Pennsylvania) to a novice user. It is one component in a self-paced unit in library instruction which also includes an exercise book and a computerized tour of the library. Chapter 1 is concerned with the orientation of the library and covers its physical layout; the library collections; circulation policies; library use guidelines; and floor plans. Chapter 2 examines the reference services of the library including the reference desk; library instruction and orientation; and online searching policies. Chapter 3 examines the online catalog including location of terminals; classification schemes; and search strategies. Chapter 4 introduces reference books, including a discussion of the various types of materials available. Chapter 5 discusses periodicals, abstracts, indexes, and CD-ROM. Finally, Chapter 6 examines the microform collection. Also included are a list of library hours and a glossary of library related terms. (JLB)

ED 372 765 IR 055 124

Taler, Izabella
The Use of Public and Business Administration Literature in the Field of Library Science: A Citation Analysis.
PUB DATE- Mar 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Books; Business Administration; Citation Analysis; Higher Education; *Library Administration; Library Science; Public Administration; Scholarly Journals
IDENTIFIERS- *Business Literature; *Library Science Literature; Monographs

This citation analysis of the use of public and business administration literature in the field of library science examined library science monographs and the last four years (1990-93) of "Journal of Library Administration." The monographs were published between 1980 and 1992 and were selected on the basis of a favorable review in the library literature or frequent citation in library sources. Also selected for inclusion were library science monographs which addressed at least one of the following functional elements of management: planning, organizing, staffing, directing, coordinating, reporting, or budgeting. In total, 7,049 citations were analyzed. A general statistical analysis of the total citations showed that overall, 3,853 (55%) of sources cited were those in business and public administration as compared to 3,248 (45%) of library science sources. This figure is even higher (61%) if citations in "Journal of Library Administration" are examined separately. One table presents data on the use of library science versus business and public administration literature as cited in monographs; the data indicate the three areas which draw most on non-library science

NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; Community Colleges; Foreign Students; Minority Groups; Multicultural Education; *Participant Satisfaction; Questionnaires; Racial Relations; School Surveys; Social Environment; *Student Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Westchester Community College NY

In spring 1991, students attending Westchester Community College in New York were surveyed regarding their sense of belonging at the campus. Students' responses, broken down into sub-groups on the basis of ethnic background, alien status, and sex, indicate the following: (1) the question receiving the highest percentage of "very satisfied" and "satisfied" responses was a broadly worded question about satisfaction with the college in general; (2) 65.6% of the students were satisfied or better with "faculty respect for students" (3) 64.9% were satisfied or better with "freedom from harassment on campus; (4) 58.4% were at least satisfied with "your sense of belonging on this campus" and "personal security/safety on this campus"; (5) the greatest area of discontent was over "the use of student fees," with almost 15% of the respondents indicating that they were "dissatisfied" or "very dissatisfied"; (6) a comparatively high percentage of Hispanics were "very dissatisfied" with the "student voice in college policies"; (7) relatively high percentages of Blacks and males were "very dissatisfied" with "campus understanding of lesbian/gay/bisexual students," though over 60% of the respondents indicated that the question "does not apply"; (8) almost 10% of the Asian-Pacific students were "dissatisfied" with "faculty efforts to overcome language barriers"; (9) 15% of the Blacks and 14.5% of the resident aliens were "dissatisfied" with the "racial and ethnic diversity of the faculty and staff. A question-by-question analysis of the survey responses is provided. (KP)

ED 372 785 JC 940 394

Lee, Marcia M.
Tracking Student Transfers: The Perils and Pitfalls of Complying with the New Student Right-To-Know Act (PL 101-542).
PUB DATE- 15 Jan 92
NOTE- 19p.; Paper presented to the New York State Association of Institutional Researchers and Planning Officers (Albany, NY, January 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Records; *College Transfer Students; Community Colleges; *Data Collection; *Enrollment Trends; Followup Studies; Higher Education; Two Year Colleges
IDENTIFIERS- *Student Right to Know and Campus Security Act; Transfer Rates (College); Westchester Community College NY

The Student Right-To-Know and Campus Security Act gives community colleges a strong incentive to track transfer students. Westchester Community College (WCC) in New York devised a four-step process to track students who transferred to four-year college before graduating. The method used to track student transfers involved the following steps: (1) taking all the requests made for a transcript to be sent in a given semester and removing from the files those requests that were not sent calling for an administrator able to foresee, value, influence, and promote change; facilitate, support, and coach self-directed teams; expand team capabilities through effective communication, creativeness, and performance-based team identity; utilize strategic planning to make the most of team differences; and use continuous performance personnel practices. ICC administrators were encouraged to participate in a series of continuous performance improvement seminars and enhance their skills in a community college Master's degree program conducted by Pittsburgh State University (Kansas) on the ICC campus. ICC is attempting to institutionalize the college mission and strategies as part of the working administrative culture. The mission statement and related strategies, administrative characteristics identified by staff, and information on staff seminars and the master's program are appended. (KP)

ED 372 802 JC 940 443

Chen, May Kuang-chi
Rising to the Enrollment Challenge: An Examination of LACCD Student Characteristics and the District Area Population.
PUB DATE- Jul 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Enrollment Influences; *Enrollment Projections; *Enrollment Trends; Hispanic Americans; Multicampus Districts; Student Costs; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA

Enrollments in the Los Angeles Community College District (LACCD) have been affected by the area's slow local economy, shrinking aerospace and defense industries, the recent major earthquake, and the threat of more proposed fee increases. Since 1981-82, full-time equivalent (FTE) enrollments in the district have fluctuated. In 1993-94, both fall and spring enrollments declined from the previous 2 years, due mainly to losses in new students and Bachelor's Degree holders. The fall 1993 new student population is 75% of that in fall 1992, while the number of Bachelor's Degree holders is less than two-fifths of the number from 2 years ago. The LACCD's recent downward enrollment trend is contrary to the expanding source of college students. Some possible causes of the enrollment declines include a lack of sufficient entry-level English and math classes, which are pre- or co-requisites of almost all programs; and disproportionately low graduation and transfer rates for Hispanic students, who represent the main source of students. Without effective enrollment strategies, such as specifically designed recruitment strategies, educational programs, and support services, the LACCD may lose another 5,000 FTE students in the next 2 years. (KP)

ED 372 803 JC 940 444

Baltzer, Jan A.
The Learning Action Plan: A New Approach to Information Technology Planning in Community Colleges.
SPONS. AGENCY- International Business Machines Corp., Milford, CT. Academic Information Systems.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English

to show a stronger commitment to helping education professionals improve their skills and to adopt a new research project to improve learning for special needs children. The major portion of the transcripts contains statements from school administrators, other experts from educational agencies and delivery systems, and legislators concerning: (1) the role of ESEA programs in school reform and the improvement of K-12 education; (2) the reauthorization and improvement of Chapters 1 and 2; (3) the Dwight D. Eisenhower Mathematics and Science Education program and techniques of successfully integrating technology into schools; (4) the need for coordinated education, health, and social services as a means of better serving young people; (5) recommendations for improving women's equity in education; and (6) issues related to the education programs for Native Americans, Alaskan Natives, and Native Hawaiians. (SM)

ED 372 820 PS 022 158

Judge, Kathleen A.
Trends in Programs for At Risk Preschool Children, Ages 3-5.
PUB DATE- Dec 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Day Care Effects; *Early Intervention; *High Risk Students; *Low Income Groups; Nursery Schools; Parent Participation; Parents as Teachers; *Preschool Children; Preschool Education; School Community Relationship
IDENTIFIERS- Project Head Start

Noting the current educational trend toward early intervention for at-risk preschool children, this paper examines issues surrounding programs for children at risk. Chapter 1 presents an historical review of the European and American infant school movements, the day nursery movement, nursery and emergency nursery school movements, and Head Start. Chapter 2 describes current trends and research in the area of early intervention. It emphasizes the use and assessment of developmentally appropriate practice, multicultural practice, parent involvement, and family support and collaborative networks. Chapter 3 recommends that current programs establish the following short-term objectives in order to provide the best and most effective early educational experience to the families they serve: (1) low child-to-staff ratios, staff training, inclusion of the family, and improvement of salaries and funding; and (2) collaborative efforts among schools, libraries, social service agencies, and public and private self help agencies so that parents will have access to the training and support they need to become better teachers for their children. Contains 99 references. (SM)

ED 372 821 PS 022 160

Summers, Tracy
Increasing Parent Involvement in Children's Education through Awareness Workshops.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

provides conclusions and recommendations for current educational studies. The curriculum concludes with a bibliography and four appendices that include a sample schedule, learning objectives, content area planning guides and a recipe for curriculum planning. (TM)

ED 372 839   PS 022 542

Corter, Carl, Ed.; Park, Norman W., Ed.
What Makes Exemplary Kindergarten Programs Effective? = Les programmes exemplaires de jardins d'enfants.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.
PUB DATE- 93
NOTE- 328p.
LANGUAGE- English; French
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Early Childhood Education; Emotional Development; Foreign Countries; *Kindergarten; Language Acquisition; Literacy; Literature Reviews; Problem Solving; *Program Effectiveness; Social Development; *Student Centered Curriculum; Teacher Influence; Teacher Role
IDENTIFIERS- Canada; *Developmentally Appropriate Programs; French Speaking; *Quality Indicators

A study identified and analyzed exemplary and effective programs available in Canada for kindergarten students. The broad-based research team included members from faculties of education, boards of education, early childhood education programs, a research consulting firm, child development researchers, and teacher-practitioners. The study began with the collection of background information from the literature on kindergarten practice. This literature review was divided into three areas that form the foundation of the child's development during kindergarten--play and problem solving, language and literacy, and social-emotional development through interaction with peers and teachers. Issues of special importance to exemplary practice in French-language schools were also reviewed, highlighting the importance of placing the kindergarten program in its social context. The role of the teacher, another critical feature of exemplary programs, was also reviewed. The final part of the study consisted of collecting the views of teachers, principals, consultants, and parents on what defines exemplary kindergarten practice. The study indicated agreement across practitioner groups with the play-based child-centered philosophy articulated by the Ontario Ministry of Education. Parents were also supportive of these developmentally appropriate goals and methods. Conclusions drawn from the study include several principles inherent to exemplary kindergarten programs: (1) focusing on the whole child; (2) placing the child in social context; (3) recognizing and supporting the teacher; (4) working toward structured and balanced programs; and (5) providing school and societal support for kindergarten. (TJQ)

ED 372 840   PS 022 561

The Year of the Family. Presentations at Children's Rights Council National Conference (8th, Bethesda, Maryland, April 13-17, 1994).
PUB DATE- Apr 94
NOTE- 45p.

school. Results regarding work pressures indicated that the six most stressful factors (principally the amount and nature of paperwork) were clearly associated with the educational reforms. Also teachers in mid-size schools tended to find change affecting them more severely than those in other size schools. Results very clearly indicate high levels of stress within the profession. (Five appendices contain response details and the questionnaire and work log.) (TM)

ED 372 857 PS 022 635

Mills, Lynne
Yes, It Can Work!: Portfolio Assessment with Preschoolers.
PUB DATE- Mar 94
NOTE- 17p.; Paper presented at the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Individual Development; Laboratory Schools; *Portfolios (Background Materials); *Preschool Children; Preschool Education; Self Evaluation (Individuals); Student Evaluation; Teacher Student Relationship
IDENTIFIERS- Alternative Assessment; Auburn University AL

Portfolio assessment is an effective means of evaluation that encompasses many products of the child. Portfolios can be used to form a total judgment of what is needed for the child's further growth, based on daily events of the classroom, without interrupting the class day. They also allow the teacher to know more about students, while developing the child's own self-assessment, which in turn encourages more discussion between teacher and student. Portfolio assessment was adapted to a preschool classroom in a university laboratory school. Each child was given an accordion-style folder. Portfolios were organized around four areas of development: physical development, social and emotional development, emergent literacy development, and logico-mathematical development. For each area there was a checklist, and evidence was included to back up the checklist. At certain points during the school year, the teacher met with each parent to discuss the portfolio, results, and goals for the child. The portfolio was sent to the child's kindergarten teacher as a record of what was accomplished in preschool. Portfolio assessment is a worthwhile endeavor with preschoolers, giving the children a foundation for making judgments about themselves and giving teachers useful information in the evaluation process. (An interest inventory and development checklists are appended.) (TM)

ED 372 858 PS 022 639

Secret Wounds: Working with Child Observers of Family Violence.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Audiovisual Aids; Childhood Needs; *Children;

categories are particularly sensitive indicators of children's well-being because the child has control of them. The other criteria are more culture-bound. When children are having problems with some of these areas of development, they can sometimes be helped when adults simply spend more time with them, or when the children's daily routines are simplified. (BC)

ED 372 876 RC 019 021

Rush, Andrea Green, Ed.
Seasons: The National Native American AIDS Prevention Center Quarterly. Summer 1990-Autumn 1992.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 92
NOTE- 125p.; Contains some light type. Spring 1992 issue was not published.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Alaska Natives; American Indians; *Community Attitudes; Community Programs; Disease Control; *Health Education; Health Programs; *Health Services; Homosexuality; Patient Education; *Prevention; *Risk; Secondary Education; Sex Education; Sexuality; Substance Abuse; Tribes; Values
IDENTIFIERS- *Native Americans; Risk Taking

Nine issues of this quarterly periodical examine AIDS prevention, education, and health care services for Native Americans and their communities. Major articles include personal narratives, interviews, roundtable discussions, program descriptions, guidelines for physicians and educators, and overviews of available services, and cover the following topics: (1) stereotypes and negative attitudes toward homosexuality and AIDS patients in Native American communities and among health-care and human services workers; (2) Alaska Natives' lack of access to AIDS testing, risk factors for the spread of HIV among Alaska Natives, and efforts by outreach workers to provide AIDS education to Native villages; (3) chemical dependency as a risk factor for contracting AIDS and the role of substance-abuse workers in providing AIDS education; (4) tribal substance abuse programs that incorporate AIDS education and sex education; (5) the efforts of Native American AIDS patients to educate others; (6) AIDS prevention education in Oklahoma's Indian communities; (7) confidentiality issues, particularly at Indian Health Service facilities; (8) culture-based counseling and education for the prevention of high risk behaviors; (9) building a cooperative relationship between physician and patient; (10) the high risk of AIDS in communities of color and how these communities can educate their youth; (11) a 19-year-old Indian woman who works as an AIDS peer educator; (12) traditional cultural values and techniques as applied to HIV survival issues; and (13) issues of sexuality and sexual identity. Also included are reviews of available educational and prevention materials; artwork; poems; employment opportunities; and announcements of conferences, workshops, and public events. (SV)

ED 372 877 RC 019 282

Morrison, Catherine; Williams, Lea E.
Minority Engineering Programs: A Case for Institutional Support.
SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- May 93

community members developed a plan that featured high expectations for all students, less movement between classes, heterogeneous grouping, and fewer subjects to study at one time. The plan received support from the majority of the community but also encountered persistent, vocal opposition. Eliminating school tracking was the major source of controversy. The vocal minority, made up in equal proportions of teachers, students, and community members, was dissatisfied and disaffected, arguing that the changes represented decreasing opportunities for the traditional college-bound population. This minority was overwhelmingly middle-class and high-achieving as well as relatively coherent and articulate. In the face of student transfers and dissipating community support, the school district reformulated its collective vision to accommodate the minority without disaffecting the majority. (MNL)

ED 372 894 RC 019 720

Moss, Kary L.
Charting a New Course: Finding Alcohol Treatment for Native American Women.
PUB DATE- Nov 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcohol Abuse; American Indians; Child Abuse; Federal Aid; *Females; *Fetal Alcohol Syndrome; Health Education; *Health Needs; Health Services; Pregnancy; *Prevention; *Public Policy
IDENTIFIERS- Access to Health Care; Indian Health Service; *Native Americans

Although the incidence of fetal alcohol syndrome (FAS) has been called an "epidemic" on some American Indian reservations, solutions for Native American women with alcohol and drug dependency problems have largely been ignored by the federal government. FAS prevention policy, originating around 1979, has been driven by the simplistic idea that women are responsible for FAS, and has focused primarily on the health of the fetuses, not of the women themselves. Long-standing policy has ignored the dearth of gender-sensitive treatment programs for women, the devastating health consequences of alcohol use for all Native Americans, and the complex conditions that give rise to alcohol dependency. Tribes, especially those in rural areas, have limited access to federal funding for FAS prevention, and existing funding methods complicate service delivery. FAS prevention has meant, largely, that the federal government gives money to tribes to distribute educational materials and to identify those suffering from FAS, and gives money to the Centers for Disease Control and other agencies for surveillance studies. Existing FAS prevention efforts are largely unworkable due to gender insensitivity, lack of child care, social stigma, bureaucratic infighting, lack of interagency coordination, and lack of adequately trained staff. Although "primary prevention workers" have recently begun providing training to educators, related health education to children, and support and referral services, such workers are scarce and scattered. (SV)

ED 372 895 RC 019 721

Chapter 1 Migrant State Performance Report Data, 1991-92.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.

Buydos, John E., Comp.
Electric Vehicles. LC Science Tracer Bullet.
PUB DATE- Jun 92
NOTE- 9p.; Periodically updated to reflect the current status of available materials.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Auto Mechanics; Chemistry; College Science; Electric Batteries; *Electric Motors; Higher Education; Literature Reviews; Physics; Secondary Education; Secondary School Science
IDENTIFIERS- *Automobiles; *Electric Vehicles

This document reviews the literature in the collections of the Library of Congress on electric vehicles. Not intended as a comprehensive bibliography, this guide is designed as the title implies, to put the reader "on target." This is of greatest utility to the beginning student of the topic. (AA)

ED 372 913 SE 053 893

Expanding Choices: Math and Science Programs for Girls and Women.
PUB DATE- Jul 92
NOTE- 128p.; Also available in French. Prepared by Armour & Associates.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Instruction; Program Descriptions; Science Education; *Science Instruction; *Sex Differences; *Womens Education
IDENTIFIERS- *Canada; *Women in Science

A low percentage of young women choose to pursue studies in science and mathematics although science and technology continue to dominate change and drive social and economic trends. This guide, compiled by the Nova Scotia Women's Directorate, is a national inventory of 92 programs in Canada designed to teach science and mathematics to girls and young women. Part A, Program Descriptions, contains brief descriptions of each program, organized into four categories--schools, postsecondary, community based, and other resources--and coded as to geographical location. Part B, Program Details, presents additional information about each program: name, location, description, features, resource materials used, resource materials produced, evaluation reports, and contact information. No assessment or evaluation of the programs is included by the authors. (MKR)

ED 372 914 SE 054 055

RCDPM 1992 Conference Book of Abstracts.
SPONS. AGENCY- Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.
PUB DATE- Feb 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Beliefs; Blacks; Calculators; Calculus; Constructivism (Learning); Cooperative Learning; Courseware;

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Constructivism (Learning); Deduction; Difficulty Level; Educational History; Elementary Secondary Education; Epistemology; Foreign Countries; Heuristics; *Learning Processes; Mathematics Curriculum; *Mathematics Education; *Student Evaluation; *Teaching Methods; Test Items; *Thinking Skills
IDENTIFIERS- *Alternative Assessment; Finland

This yearbook is the seventh for the Mathematics Education Research in Finland series and contains ten articles presented at the decennial jubilee colloquium. The first three articles discuss Constructivism both in general and with regard to mathematics education. Analysis is directed to the origins of constructivism, to the learning of mathematical concepts within systematic constructivism, and to assessment within a social constructivist framework. The fourth article analyzes the possibilities for deductive reasoning from the perspective of cognitive psychology, and the fifth discusses how to promote the mediation of thinking skills and heuristic processes of an expert in a complex technological environment. The next two articles discuss change both in the mathematics curriculum and in mathematics teaching. The sixth article describes the curriculum work in the Finnish comprehensive school during the last few years and the seventh article asks "Is school teaching changing?". The last three articles emphasize epistemological perspectives and historical sources in creating a new approach to the teaching of mathematics, give an outline of the history of mathematical contests in Estonia, and present an approach for predicting the level of difficulty of mathematical items. (MKR)

ED 372 932 SE 054 251

Schunk, Dale H.
Goal and Self Evaluative Influences during Children's Mathematical Skill Acquisition.
PUB DATE- Apr 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Educational Objectives; *Elementary School Students; Fractions; *Goal Orientation; Grade 4; Intermediate Grades; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Self Efficacy; *Self Evaluation (Individuals); Teaching Methods
IDENTIFIERS- *Self Regulation

This paper describes an experiment that investigated the effects of goals and self-evaluation on self-regulation processes and achievement outcomes of (n=44) fourth grade students who received instruction and practice on fraction operations. Half of the students were provided with the goal of learning how to solve problems (learning goal) and the other half were given a goal of solving problems (performance goal). Within each goal condition, half of the students regularly assessed their problem-solving capabilities. Providing a learning goal with or without opportunities for self-evaluation or a performance goal with self-evaluation led to higher self-regulated performance, self-efficacy, skill, and task orientation, as well as lower ego orientation, compared with providing a performance goal without self-evaluation. The learning goal with self-evaluation led to greater persistence than the performance goal without self-evaluation. Task orientation correlated positively with

NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Concept Formation; Discussion (Teaching Technique); Educational Environment; *Educational Media; Educational Resources; Elementary Secondary Education; Family Involvement; Home Instruction; Instructional Materials; *Parent Materials; *Parent Participation; *Parents as Teachers; Parent Student Relationship; Science Education; *Science Materials; *Science Process Skills; Toys
IDENTIFIERS- Attitudes Toward Science; ERIC Digests; *Hands on Science

Skills in science (observing, inferring, measuring, communicating, classifying, predicting, controlling variables, interpreting data, and developing models) are not just essential for careers in science, but they are important for almost any career, as well as in daily life. This digest presents information on how parents can help develop their children's science skills and attitudes. The advice given is useful to parents of children of all ages. The topics of this digest include the following: (1) The Meaning of Science, (2) When Should Science Instruction Begin? (3) Science around the Home and Community (e.g., introduce children to stimulating environments, provide hands-on experiences, share science interests, etc.), and (4) Science Connections Home and School. The resource list contains: Sources of Science Activities; Reading, Computer Video, and TV Resources in Science; and Information on Parental Involvement. (Contains 27 references.) (PR)

ED 372 953 SE 054 619

Connections: Life Cycle Kinesthetic Learning.
SPONS. AGENCY- Colorado State Office of Energy Conservation, Denver.; Environmental Protection Agency, Denver, Colo.
PUB DATE- 93
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dinosaurs; Electric Batteries; Elementary Education; Environmental Education; Learning Activities; Mathematics Education; Recycling; *Science Activities; *Science Education; Social Studies
IDENTIFIERS- *Hands on Science; *Life Cycles; Ozone

An understanding of the environment and peoples' role in its preservation and destruction must be acquired in order to circumvent the current threat of environmental deterioration. This document provides lessons developed to help students and others reconnect with the natural systems which sustain life. The following activities are provided for studying the life cycle of a variety of objects: (1) "Rita Rubberband Returns to the Rain Forest"; (2) "A Long Way to Lunch" (school lunch); (3) Chipping Away at the Forests" (paper); (4) "To Flush or not to Flush, That is the Question"; (5) "How to Dress a Dinosaur: From Oil, to Yogurt, To...?" (yogurt container); (6) "Zap! Goes the Ozone!"; (7) "Battery Bugaboo Boogie"; (8) "A T-Shirt Talks"; (9) "It's Not Really Horsepower Anymore -or- There's a Dinosaur Driving Down the Street" (gasoline); and (10) "A Juicy Case: Aseptic Packaging v. the Environmentalists." Activities typically take from 2-3 30-45 minute class periods. The

with Supporting Background.
PUB DATE- Jan 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; Educational Discrimination; Educational Opportunities; Elementary Secondary Education; *Equal Education; *Females; Higher Education; Sex; Sex Bias; *Sex Discrimination
IDENTIFIERS- *New York

Equal opportunity for women was last examined by the New York State Board of Regents in 1972. This document contains two papers: (1) a policy paper "Equal Opportunity for Women" prepared by the Regents reaffirming their commitment to gender equity by proposing an action plan; and (2) a background paper, "Equity for Women in the 1990s" reviews in detail the progress of New York State women during the past two decades. The first document is divided into three parts: (1) a perspective for the 1990s on women's equity issues of gender bias, career patterns for women, and new challenges; (2) the regents' policy principles to achieve equal opportunity for women; and (3) a call to action to promote equal opportunity for girls and women. Action strategies are listed for ending gender bias, improving opportunities for the education of women and girls in schools, higher education, and cultural institutions, and improving career opportunities in education, cultural institutions, and the professions. Continued deep-rooted discrimination against women existing in education and employment can be changed only by a major shift in attitude in all areas of education. Affirmative action policies must be required and supported in all education institutions in New York. Activities at every level must encourage and promote equity of educational, economic, and professional outcomes. Nine goals are listed with responsible entities, outcome indicators, and a timeline for accomplishment of each goal. A 13-item reference list is included. The second paper, comprising three-fourths of the document, reviews: (1) the current situation of women including education trends (gaps in achievement, dropout/diploma data, higher education, and educational attainment), employment trends (labor market participation and salaries), and sexual offenses against women (sexual harassment and other offenses); and (2) existing barriers (gender bias in education and employment). The paper concludes by listing ways of helping women reach their maximum potential. Seventeen tables provide statistical data comparing males and females in areas such as mathematics achievement, doctorates awarded, etc. Contains 71 references. (DK)

ED 372 975 SO 023 466

Improving Student Achievement. Connections, Challenges, and Choices. Florida K-12 Social Studies Program of Study.
PUB DATE- 93
NOTE- 54p.; For related item, see ED 364 455.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Social Studies; State Curriculum Guides
IDENTIFIERS- Florida

Negota notes the urgent need to identify priority fields in the areas of human resources development. The final article, "How Recent Developments in Tertiary Education in South Africa Affect Overseas Study: Observations and Questions from a U.S.-based Bursary Administering Agency" by Sheila Avrin McLean, addresses the need for more effective information on issues. A list of 24 participants concludes the document. (CK)

ED 372 993 SO 024 064

String Things.
PUB DATE- 90
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Guides; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; *Intermediate Grades; *Junior High Schools; Middle Schools; *Music Activities; Musical Instruments; *Music Education; Music Teachers; *Music Techniques; Orchestras; Student Educational Objectives
IDENTIFIERS- Music Festivals; *Stringed Instruments

Designed for music educators instructing grades 4 through 8 in string instruments, this Mesa (Arizona) public schools guide presents information on the string curriculum, orchestras, and practicing. The goals and objectives for string instruments delineate grade levels and how student skills will be verified. Following 17 curriculum goal tests, examples of letters to students and parents and to teachers precede miscellaneous articles and five newsletters. Practice records and scale fingerings assist in promoting student progress. After information on the Mesa public school summer music programs, the district solo and ensemble festivals section contains information, worksheets, and forms for teachers. Following information on junior high advance and other orchestra festivals, descriptions of the junior high honor orchestra, the Mesa Young Peoples Orchestra, and the Metropolitan Youth Symphony provides information sent to parents. A practice contract agreement between the parent and child and regional orchestra festival information concludes the guide. (CK)

ED 372 994 SO 024 068

Brunner, Diane
Gender and Education: "Educating Rita" and the Struggle for Voice.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authoritarianism; *Educational Opportunities; *Females; Feminism; *Film Criticism; Films; Higher Education; Literary Devices; Literary Styles; *Power Structure; Sex Differences; *Sex Role; *Womens Education
IDENTIFIERS- *Educating Rita

An examination of the film, "Educating Rita," explores the effects of power respective to particular gender categories and suggests ways that the film becomes a case study in gender and education. The film is about a woman, Rita, who wants the ability to have choices in her life, pursues an education as the key to providing choices, and develops a relationship with a male professor, Frank. Several questions present invitations

SPONS. AGENCY- Brother International Corp., Somerset, NJ.
PUB DATE- 89
NOTE- 73p.; Separately published 12-page "Teacher's Guide" has been appended. Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; History Instruction; *Job Development; *Labor Force Development; Office Machines; Office Management; Office Occupations; *Offices (Facilities); *Organizational Development; *Technological Advancement; Technology

This document explores the changing U.S. office, from its expansion in the 1830s due to the railroad industry to its dominance in the U.S. economy of the late 20th century. This examination of the office provides a way to study the U.S.' growth from the industrial revolution to the information age. Chapter 1 provides a brief historical overview of the origin and growth of the U.S. office. Management issues, scientific management, and the post war economy highlight historical developments of the office. Along with copiers, chapter 2 focuses on the office machines of the typewriter and the computer from the origins of each to the transition from the typewriter to the computer. The issue of office organization and the status of workers in chapter 3 represents visually and physically the intangible relations of power and authority in the office. Following a description of office workers in chapter 4, chapter 5 discusses office trends of the high security office, new technology, the global office, the portable office, the home office, and future developments. Fifteen poster illustrations of different types of offices and subjects to be used with classroom activities accompany the text. (CK)

ED 373 013 SO 024 393

Bunch, Lonnie; Smith, Michelle Knovic
Protest & Patriotism. A History of Dissent and Reform.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activism; Change Agents; Change Strategies; Civil Rights; *Controversial Issues (Course Content); Demonstrations (Civil); *Dissent; *Patriotism; Secondary Education; *Social Action; *Social Change; *Social History; Social Influences; Social Problems; Teaching Guides
IDENTIFIERS- Environmental Movement; Populism

Written to emphasize the historical importance and continuing relevance of protest and reform in the United States, this teacher's guide offers new perspectives and approaches to the study and discussion of the populist, civil rights, and environmental movements in history and to protest in general. A timeline poster presents an overview of U.S. political protest from the early 19th century to the present. Following teaching suggestions and an introduction, each case study of the three movements contains a timeline of key events, a primary source of an individual's experience, an essay on the movement, a bibliography of works in the area, and questions for students

Education; Program Attitudes; Program Descriptions; Program Evaluation; *Student Attitudes; Teacher Competencies; *Teacher Education Programs; *Theory Practice Relationship
IDENTIFIERS- *Northeast Louisiana University; Preservice Teachers

The Professional Semester program in the College of Education at Northeast Louisiana University originated in 1975 when a need was recognized to integrate practical applications of what was being taught in the required methods courses of the elementary education program. Program accreditation was received in Fall, 1998. This study was conducted to ascertain the effects of accreditation on preservice teachers' attitudes toward the competencies gained during elementary methods courses. It was hypothesized there would be no significant differences between pre- and post-accreditation groups in their attitudes. A Likert-like survey was administered to professional block students (N=825) at the end of each spring and fall semester for the years 1985-93, after students had received their grades for each course. The questionnaire was divided into four criterion measures: subject matter, audio-visual, classroom management and routines, and communications. Results indicated that post-accreditation preservice teachers felt the methods courses did not prepare them as well when compared to the attitudes of the pre-accreditation group. Results are detailed in three tables. Consideration of implications for teacher education programs complete the document. (Contains 10 references.) (LL)

ED 373 030 SP 035 369

Winter, Jeffrey S.; Austin, Anna
Promoting Diversity in Teacher Education.
PUB DATE- Feb 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Education Courses; Elementary Secondary Education; Faculty Development; Higher Education; *Inservice Teacher Education; *Multicultural Education; Preservice Teacher Education; *Program Attitudes; *Program Design; *Program Effectiveness; Program Implementation; Staff Development; *Teacher Attitudes
IDENTIFIERS- *Diversity (Student)

The purposes of this paper were to understand the responses of veteran teachers to a series of inservice workshops designed to increase their knowledge of multicultural issues and to draw implications for the preservice training of teachers. A literature review provided a framework for discussing: (1) the background of multicultural education; (2) the need for multicultural education; (3) a staff development model for multicultural education; (4) theory to practice; (5) educators' enthusiasm for multicultural education; and (6) some implications for preservice teacher education. Nineteen teachers in a school known for its diverse student population signed up for the inservice program, but only three attended the first session. A questionnaire was sent to the other 16 to determine why they had chosen not to attend. Based on nine responses, it was concluded that it takes time to educate teachers to the true goals and philosophy of multicultural education; and additional time must be spent on orienting teachers as to why this kind of program is necessary. Implications for preservice teacher education suggest that the

DESCRIPTORS- *Class Organization; *Cooperative Learning; Cooperative Planning; Curriculum Design; Curriculum Development; Educational Assessment; Group Activities; *Group Experience; High Schools; High School Students; *Inquiry; *Interdisciplinary Approach; Learning Processes; Learning Strategies; Secondary School Teachers; Student Research; *Student Responsibility; Teacher Role; Teaching Methods
IDENTIFIERS- *Beaverton School District OR; Reform Efforts

Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. As part of reform and restructuring efforts, Beaverton High School (Oregon) implemented the Group Investigation model with sophomores, in 1990-1991, in a 6-week unit on the Gulf War. This unit was taught by four English and four social studies teachers in seven classes. The unit had six stages: organization of research groups, planning the investigation, student investigation and research papers, preparing the report by study teams, the final presentation, and testing and evaluation. After this initial experience with group investigation, the faculty made such a unit a standard part of the sophomore interdisciplinary curriculum. The Group Investigation method was modified over time until, in January 1994, the most ambitious teaching configuration was tried: biology, English, and government teachers offered a 3-course block. Both students and teachers rated the unit positively. The significant difficulty with this unit had to do with the school's science program which was tracked into biology (low) and chemistry (high) strands. The resulting lack of heterogeneity meant that students often lacked role models for behavior, academic achievement, and leadership. Reflection on past experience led the faculty to continue use of group investigation as an organizational principle and to use problem-based learning as a tool to focus selection of topics, structure a richer learning situation, and refine assessment methods. A key finding was the congruence between the social organization of the classroom and the governance of the school. (LL)

ED 373 051 SP 035 397

Hough, David L.
PATTERNS: A Study of the Effects of Integrated Curricula on Young Adolescent Problem-Solving Ability.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Core Curriculum; *Educational Assessment; Females; Inservice Teacher Education; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Knowledge Level; Low Income Groups; *Mathematics Education; Minority Groups; *Partnerships in Education; Problem Solving; Rural Education; *Science Education; Student Development; Teacher Improvement; Teaching Methods; Team Teaching; Thematic Approach; Thinking Skills
IDENTIFIERS- *Missouri; Pedagogical Content Knowledge

IDENTIFIERS- *ACT Assessment; American College Testing Program

This study examined the separate and joint use of high school course grades, course work taken, and American College Testing Program (ACT) Assessment subject area scores for making course placement decisions. The data for this study were obtained from nine institutions through their participation in a pilot study of the ACT Course Placement Service. College courses included were remedial and standard mathematics courses, reading courses, and English courses. Sample sizes ranged from 26 to 2,109, but typical sample sizes exceeded 100 students for all courses. For standard-level courses, the ACT Assessment subject area score, the high school subject area average, and the overall high school average were all effective for making accurate placement decisions, but the ACT Assessment score was the most effective. Using either the ACT Assessment score and the high school subject area average jointly, or the ACT Assessment score and overall high school average jointly improved the accuracy of placement decisions over that obtained with a single predictor. The number of high school courses taken in a particular subject area was the least effective variable for making placement decisions for standard-level courses. (Contains 5 references and 12 tables.) (Author/SLD)

ED 373 071 TM 021 807

Roberts, David C.
Historical Trends in Aptitude Scores: A Case Studies of the SET.
PUB DATE- Aug 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Canada, August 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; Case Studies; *Clerical Occupations; Educational Change; *Educational Trends; Numbers; Occupational Tests; *Scores; *Statistical Distributions; Trend Analysis; Verbal Ability
IDENTIFIERS- *Short Employment Tests; Subtests

The purpose of this investigation was to examine historical changes in aptitude scores. Recent literature suggesting a decline in the quality of the U.S. workforce is reviewed, and an expectation that score distributions on aptitude tests have shifted in a negative direction is presented. Archival analyses of normative data for the Short Employment Tests (SET), a widely used measure of clerical aptitude, are then described. These analyses revealed that scores on the SET numerical aptitude subtest increased between 1956 and 1972, then decreased between 1972 and 1992. Contrary to expectations, however, scores on the verbal and clerical aptitude subtests increased over time. Possible explanations for the trends in SET subtest scores are discussed. Includes three tables and one figure. (Contains 4 references.) (Author/SLD)

ED 373 072 TM 021 808

Petzel, Thomas P.; Wenzel, Marc U.
Development and Initial Evaluation of a Measure of Writing Anxiety.
PUB DATE- 93
NOTE- 13p.; Portions of this paper were presented at the American Psychological Association Convention (101st, Toronto, Ontario, Canada, August 1993) and the American Psychological Society Convention (June 1993).

some effect on the issue of dependence, especially in the lower grades. Some degree of local dependence was found. It was larger within covariances than between covariances at all grades. One table and three figures present study findings. (Contains 5 references.) (SLD)

ED 373 092 TM 021 981

Lotan, Rachel A.; And Others
Talking and Working Together: Conditions for Learning in Complex Instruction.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Cooperative Learning; *Group Dynamics; *Interaction; Junior High Schools; Mathematics Education; Middle Schools; Organizational Theories; Prediction; *Problem Solving; Small Group Instruction; Social Psychology; Social Studies; *Supervision; *Thinking Skills
IDENTIFIERS- *Complex Instruction; Middle School Students

The hypothesis that when true group tasks feature ill-structured problems, interaction will predict learning that involves higher-order thinking skills was tested with middle school students with a strategy called complex instruction. Complex instruction is designed for heterogeneous classrooms in which teaching objectives are conceptual and stress higher-order thinking. Students use each other as resources in cooperative groups. The sample used in analysis of predictors of direct supervision and interaction consisted of 42 middle school classrooms in social studies, human biology, and mathematics. The analysis of achievement and interaction is based on 22 social studies classrooms. Few, if any, groups were larger than five students. Observations confirm a positive, rather than negative, relationship between the size of the learning group and the percentage of students talking and learning together in these relatively small groups. It was demonstrated that given true group tasks and problems with ill-structured solutions, there is a strong and significant relationship between interaction and learning. Direct supervision is counterproductive when groups are in operation. Three tables present study findings. (Contains 12 references.) (SLD)

ED 373 093 TM 021 983

Tierney, Dennis S.
Teacher Portfolios: Would an Assessment by Any Other Name Smell as Sweet?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Portfolios

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Educational Administration; Educational Finance; *Educational Policy; Educational Practices; Elementary Secondary Education; *Job Satisfaction; National Surveys; Private Schools; Public Schools; Research Methodology; *State Programs; Statistical Data; Student Characteristics; Teacher Characteristics; Teacher Education; *Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS), initiated in 1987-88, was conducted in 1990-91 to provide data on the nation's elementary and secondary school teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The sample for the 1990-91 survey comprised 9,500 public schools and 56,000 public school teachers; and 3,000 private schools and 9,000 private school teachers. This report highlights some state-by-state statistics that can be produced from SASS data. Items selected for this publication can inform policy, funding, and program issues. Tables and graphs of this report illustrate a state's current status relative to other states. Sections include: (1) school and student characteristics by state; (2) teacher and principal characteristics by state; (3) preparation of teachers by state; and (4) conditions for teaching by state. Five appendixes contain supplemental and technical information about survey administration and analysis. Thirty-four figures and 34 tables present survey data. (SLD)

ED 373 113 TM 022 042

An Overview of the Schools and Staffing Survey (SASS) and Teacher Followup Survey (TFS).
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Planning; Data Analysis; *Data Collection; *Educational Planning; Educational Policy; Elementary Secondary Education; Followup Studies; *National Surveys; Policy Formation; Private Schools; Public Schools; Research Design; *Research Methodology; Sampling; Teacher Attitudes; Teacher Characteristics; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES)

The National Center for Education Statistics (NCES) integrated some of its national surveys of educational information into the Schools and Staffing Survey (SASS), which was initiated in 1987-88 and is being repeated at intervals to provide information about the nation's schools and their educators. The 1988-89 Teacher Followup Survey (TFS), a complement to the SASS, collects information about the teacher's employment and teaching status, educational activities and future plans, and opinions about school climate and the workplace. This overview describes the four SASS surveys to date and the TFS. Survey design and data collection procedures are also described. Sample selection, the imputation system for nonresponse, and other technical information are also included. The NCES wants to encourage educators, policymakers, and researchers to use data from these surveys by providing these descriptions and by

Drennon, Cassie
Adult Literacy Practitioners as Researchers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Literacy; *English (Second Language); *Inquiry; *Literacy Education; *Researchers; *Staff Development
IDENTIFIERS- ERIC Digests

In adult English-as-a-Second-Language literacy education and staff development, practitioner inquiry has emerged as a powerful approach toward improving practice. A variety of activities occur under the umbrella of practitioner inquiry, all of which are grounded in the knowledge and questions held by practitioners. The characteristics of inquiry intersect with those of other adult education concepts such as self-directed learning, reflective practice, learner centeredness, and action research. Inquiry has been defined as a "social and collaborative process" through which practitioners actually contribute new knowledge within programs and even to the larger adult education field. This digest examines the thinking that underlies practitioner inquiry, explains the phases of an inquiry process, and gives examples of projects. The digest concludes by identifying concerns with the approach and by suggesting changes that must take place if inquiry is to be viably implemented as a staff development process. (VWL)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 664 FL 800 825

Wiley, Terrence G.
Estimating Literacy in the Multilingual United States: Issues and Concerns. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Literacy; Definitions; *English (Second Language); Estimation (Mathematics); *Literacy; *Measurement Techniques; *Multilingualism; *National Surveys
IDENTIFIERS- Biliteracy; ERIC Digests; Native Language; *United States

This digest reports on findings from recent literacy surveys and interprets these findings in light of theoretical and definitional issues involved in estimating literacy; examines approaches commonly use to measure literacy and enumerates concerns about the limitations of these approaches in linguistically diverse contexts; and concludes with a call for more research on native language literacy and biliteracy. (VWL)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 665 HE 026 474

Peterson's Competitive Colleges: 1993-1994. Twelfth Edition.
PUB DATE- 93

IDENTIFIERS- *Marshall University WV

The purpose of this study was to assess the characteristics, experiences, and activities which are related to the perceived leadership abilities of college of education students at Marshall University in Huntington, West Virginia. A survey of 170 education majors was used to gather demographic and leadership data, with each student responding to 40 statements that rated their own motivational, management, interpersonal, and communications abilities on a six-point scale. Over half of the 40 items received mean ratings above 5.0, with none less than 4.26. These results indicated that the education majors surveyed felt that they possessed high levels of leadership ability. Stepwise regression procedures revealed that a significant portion of the variance associated with the Management of Self factor and the Interpersonal Relations factor was explained by the respondent's gender. Apart from gender, none of the other demographic characteristics had a significant influence on leadership factors. Includes recommendations for further research. (Contains 21 references.) (MDM)

ED 372 684 HE 027 569

The First Year Experience. Conference Proceedings of the International Conference (7th, Dublin, Ireland, July 18-22, 1994).
PUB DATE- 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *College Freshmen; *College Programs; Cultural Awareness; Disadvantaged; *Educational Experience; Foreign Countries; Higher Education; Orientation; Program Descriptions; Program Effectiveness; *School Holding Power; Student Employment; *Transitional Programs
IDENTIFIERS- Canada; Freshman Seminars; Ireland; Russia; South Africa; United Kingdom; United States

These proceedings contain 68 author-prepared abstracts of presentations given at the Seventh International Conference on the First-Year Experience, a 5-day conference that focused on the foundations for improving the undergraduate experience. The majority of the one- to two-page abstracts report on specific programs undertaken by colleges or universities to help students make the transition from secondary school to higher education, to improve the educational and extracurricular experiences of first-year college students, or to improve freshman retention. Other topics addressed include multicultural awareness, programs for disadvantaged students, program effectiveness and evaluation, and student employment. Programs from institutions in Canada, the United States, Ireland, the United Kingdom, Russia, and South Africa are included. (MDM)

ED 372 685 HE 027 570

Davidson, Cliff I.; Ambrose, Susan A.
The New Professor's Handbook. A Guide to Teaching and Research in Engineering and Science.
PUB DATE- 94
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

stressing the importance of student achievement, by conveying the institution's purpose in an unambiguous manner, and by creating an ethos where students believe they are members of a larger community. In addition, small-scale, human environments for student faculty interaction, and other efforts to enhance student faculty relations are important. (JB)

ED 372 703   HE 027 588

Davis, Todd M.; Murrell, Patricia Hillman
Turning Teaching into Learning. The Role of Student Responsibility in the Collegiate Experience. ASHE-ERIC Higher Education Report No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 122p.; For the related ERIC Digest, see HE 027 587.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Environment; College Outcomes Assessment; College Role; College Students; Educational Environment; Higher Education; Institutional Research; Student Attitudes; Student Behavior; Student Characteristics; Student College Relationship; Student Participation; *Student Responsibility; Student Role; *Undergraduate Study
IDENTIFIERS- Astin (Alexander W); College Student Experiences Questionnaire; Pascarella (Ernest T); Tinto (V)

This monograph explores recent theory and research on the importance of student effort and involvement in college activities as decisive elements in promoting positive college outcomes. An opening section introduces the issue and is followed by a section outlining the fundamental work of Robert Pace who found that college outcomes depend on responsible student behavior and that environments may either encourage or discourage active student participation. The next section reviews the work of Vincent Tinto, Alexander Astin, and Ernest Pascarella and examines research trends in the past decades in this area. The following section offers summary and retrospective of research on student background. The next section considers the interrelationship between the college environment, what students do while enrolled, and outcomes. This section also covers institutional size and type, residential and commuter institutions, the college environment, institutional and individual fit, and qualitative approaches. The next section addresses how student investment is crucial to college work from the Tinto, Pascarella, Astin, and Pace perspectives. A final section examines implications for practice and inquiry and calls for a new relationship between institutions and students. An appendix lists the 14 quality of effort scales in the College Student Experience Questionnaire. A subject index is included. Contains 102 references. (JB)

ED 372 704   HE 027 589

McLachlan, J. E.; Wood, V.
Forging Links with Further Education Colleges--The Why and the Wherefore.
PUB DATE- 94
NOTE- 8p.; Presented as part of a panel discussion entitled "Scottish and American Experiences in Collaborating between Institutions" at the Annual AIR Forum "Information Architects for the New Century" (34th, New Orleans, LA, May 29-June 1,

DESCRIPTORS- *College Administration; College Planning; Community
Colleges; Higher Education; *Institutional Research;
Organizational Climate; *Organizational Development;
Postsecondary Education; Private Colleges; *Research Directors;
State Colleges; State Universities

IDENTIFIERS- *Georgia

This paper describes the results of research conducted on the variation in structure and function of institutional research offices at 55 public and private postsecondary educational institutions in Georgia. The study examined five issues central to institutional research: (1) professional role identity, (2) location of the office in the organizational hierarchy, (3) institutional research task variables, (4) the hierarchy of institutional research tasks, and (5) the role of the institutional research office in organized assessment activities. Findings are detailed in text and tables for each of these five issues. Among general findings are the following: the larger the institution's size, the larger the institutional research office staff; the lack of predictability between variables of institutional research structure and tasks is ascribed to the strong influence of varying management styles, demeanor, career paths, and organizational power structure; there was little relationship between organizational variables and the tasks hierarchy; the size of the professional staff suggested more about the nature of institutional research activities than any other single variable. The increasing importance of institutional research in smaller, two-year, and community colleges is noted. Contains 16 references. (DB)

ED 372 723 HE 027 678

Prather, James E.; Carlson, Christina E.

Geographical Information Systems: A Tool for Institutional Research.

PUB DATE- Apr 94

NOTE- 14p.; Paper presented at the Annual AIR Forum (34th, New Orleans, LA, May 29-June 1, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Administration; *Computer Uses in Education; Geographic Regions; *Geography; Higher Education; Information Systems; *Institutional Research; Organizational Development; School Demography

IDENTIFIERS- *Geographic Information Systems; *Georgia

This paper addresses the application of Geographical Information Systems (GIS), a computerized tool for associating key information by geographical location, to the institutional research function at institutions of higher education. The first section investigates the potential of GIS as an analytical and planning tool for institutional researchers. The second section addresses the opportunities for new research, as well as for revising existing research programs, both for institutional research and for other university functions. This section also considers potential obstacles to GIS implementation, both political and physical. The third section more fully elaborates on the potential applications of GIS to institutional research and includes examples of selected uses. The conclusion discusses efficacy issues for institutions considering acquiring a GIS. Contains 12 references. (DB)

ED 372 724 HE 027 679

Criticism; *Multimedia Instruction; Objective Tests; Research Needs; Undergraduate Students

IDENTIFIERS- *Concept Maps; Hamlet; HyperCard; *Multimedia Materials; Shakespeare (William)

How a multimedia program that employs concept maps and hypertext for teaching "Hamlet" facilitated comprehension in an undergraduate course is described. Results suggest factors that instructional designers should take into account to improve learning. Thirty-six upper-division college students were enrolled in a course on Shakespeare at a regional university. Using HyperCard, a document for teaching and interpreting "Hamlet" was prepared. Characterization, plot, literary analysis, and perspective on revenge that were built into concept maps were the principal interface of the program. Video commentary by the course instructor juxtaposed to an available screen portrayal of "Hamlet" advanced the major interpretations of the play. A 25-question objective test measured student learning. The experimental group outperformed the control group on this measure of learning. Results suggest that the multimedia document was useful in consolidating knowledge from the play. The interface design appeared to aid students in acquiring major concepts. One table and two figures illustrate the findings, and attachments illustrate some of the hypertext screens. (Contains 26 references.) (SLD)

ED 372 744 IR 016 694

Hesser, Lois Ann; And Others

The Use of Multiple Technology Resources in a Distance Learning Doctoral Program.

PUB DATE- Jun 93

NOTE- 11p.; Paper presented at Ed-Media 93, World Conference on Educational Multimedia and Hypermedia (Orlando, FL, June 23-26, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Distance Education; *Doctoral Programs; *Educational Technology; Electronic Classrooms; Electronic Mail; Graduate Students; Higher Education; Intermode Differences; Program Evaluation; Program Implementation; *Teaching Methods; Technological Advancement; *Telecommunications; Undergraduate Students

IDENTIFIERS- *Field Based Programs; *Nova University FL

Providing a variety of instructional methods and materials, developing unique and effective communication systems, and continually evaluating the process are the keys to the effective delivery of field-based programs in graduate education offered by Nova University (Florida). It has become a leader in distance-education programs by offering off-campus undergraduate and graduate degree programs in education, business and public administration, psychology, and computer sciences. Almost half of the students are enrolled in field-based programs that are delivered in a number of ways, including the National Cluster approach of the doctoral program in Child and Youth Studies (CYS). The various forms of technology used for program delivery include the autobridge (a telephone technology), videotapes, audiotapes, telephone, electronic mail, and the electronic classroom (simultaneous online classes). A study of the effectiveness of the CYS National Cluster approach is being conducted to compare the effectiveness of its delivery methods and practicum approach literature are planning, coordinating, and directing. A graph presents a ranking of the use of library science versus non-library science literature from 1981-92. (Contains 49 references.) (MES)

ED 372 766 IR 055 126

Reports of the AAU Task Forces on Acquisition and Distribution of Foreign Language and Area Studies Materials; A National Strategy for Managing Scientific and Technological Information; Intellectual Property Rights in an Electronic Environment.
PUB DATE- May 94
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Access to Information; Area Studies; College Administration; Computer Networks; Futures (of Society); Higher Education; Information Management; *Information Networks; Intellectual Property; Library Collection Development; National Programs; Policy Formation; *Research Libraries; Scientific and Technical Information; Second Languages
IDENTIFIERS- Association of American Universities; National Information Infrastructure; *Scholarly Communication; Task Force Approach

The Association of American Universities (AAU) Research Libraries Project was designed to involve universities in the process of shaping the new electronic environment faced by research libraries. The project has engaged university expertise to develop recommendations for action at the national and institutional levels to assure that the perspectives of research universities can play a defining role in the evolution of national information network policies and practices affecting university education, research, and scholarship. The work of the project was carried out through three task forces whose results are reported here: (1) Acquisition and Distribution of Foreign Language and Area Studies Material; (2) A National Strategy for Managing Scientific and Technological Information; and (3) Intellectual Property Rights in an Electronic Environment. Each report contains an overview of the issue; recommendations of the task force; and proposals for policy implementations. (JLB)

ED 372 767 IR 055 127

Reed-Scott, Jutta, Comp.; Daval, Nicola, Comp.
ARL Preservation Statistics, 1988-1993: A Compilation of Statistics from the Members of the Association of Research Libraries.
PUB DATE- 93
NOTE- 357p.; Scattered issues have previously been entered individually, see ED 315 092 (1987-88), ED 351 042 (1990-91), and ED 365 344 (1991-92).
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160),Collected Works - Serials (022)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Library Associations; *Library Expenditures; *Library Personnel; Library Statistics; Library Surveys; Microfilm; *Preservation; Questionnaires; *Research Libraries
IDENTIFIERS- *Association of Research Libraries; Canada; United

to a bona fide four-year college; (2) sending confirmation of enrollment forms to all transfer institutions to which transcripts were sent; (3) setting a deadline for responses; and (4) generating computer reports using Paradox and Lotus 1-2-3 of patterns in transfer college choice and of student characteristics. In fall 1990, WCC sent 1,350 transcripts to four-year colleges, and 87.8% corresponding confirmation of enrollment forms were returned. Of these, 38% confirmed that the student had transferred, and 40% indicated that the student had not transferred. The remaining 22% of the forms either were not returned at all; indicating that the student had been accepted but had not enrolled; or lacked sufficient information to be included. The transfer students enrolled in a total of 148 four-year institutions, with 17.9% enrolled in State University of New York colleges. The largest number of students who transferred were not enrolled in any curriculum; the average number of hours completed was 37.2 hours; and the average grade point average was 2.9. Appendixes include the transfer confirmation form, and statistical summaries of transfer institutions and the majors and characteristics of WCC transfer students. (KP)

ED 372 786 JC 940 395

Lee, Marcia M.
SUNY/Westchester Community College. 1992 Study of the Graduates.
PUB DATE- 3 Sep 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; *Educational Trends; Employment Patterns; Graduate Surveys; Mail Surveys; *Participant Satisfaction; Questionnaires; Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Westchester Community College NY

In fall 1992, a survey was sent to students who graduated from Westchester Community College (WCC) in late summer 1991, fall 1991, or spring 1992. The survey sought to collect information on graduates' demographic, educational, and work-related characteristics. This document contains the executive summary and the results of the survey. Of the 883 graduates, 485 returned completed, usable surveys. Survey responses, compared to responses from graduates in previous years, indicate the following: (1) demographic changes were slight from the previous year, with the percentage of females remaining a few percentage points ahead of males; the percentage of Blacks decreasing slightly and the percentage of Hispanics increasing slightly; (2) 35% of the 1992 graduates were under 22 years of age, and 36.7 were between 22 and 29 years old; (3) graduates continued to give WCC high ratings with respect to their overall college experience, the quality of instruction, and the courses in their major; (4) for the first time in 5 years, the average salary for those employed full-time decreased, dropping from $27,440 in 1991 to $25,037 in 1992; (5) the percentage of graduates employed full-time increased from 41.2% in 1991 to 46.2% in 1992; (6) the percentage of transfers students remained nearly constant in 1991 (63.6%) and 1992 (63.5%), though the percentage of full-time students in this group dropped; (7) student services receiving the highest rankings were library services, reading and math skill facilities, and computer services; and (8) 78.8% of the respondents indicated

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Environment; *College Planning; Community Colleges; *Information Management; *Information Technology; Models; Organizational Climate; *Strategic Planning; Two Year Colleges

Designed as a resource for individuals who plan, manage, support, and use information technology (IT) in community colleges, this paper presents a model for strategic planning, termed the "Learning Action Plan" model. Section 1 provides an introduction to strategic planning and the Learning Action Plan model. Section 2 describes the Learning Action Plan for information technologies strategic planning, which is conceived as an ongoing process of alignment, shared vision, strategic principles, IT organizational structure, and process reengineering, operating within a context defined by the organizational culture, customer communities, and current technology base. Section 3 suggests strategies for developing a Learning Action Plan within the IT organization at a community college, along with examples of some community colleges' implementation of this new planning process. This section covers: (1) identifying organizational cultures and determining strategies based on culture types; (2) identifying customer communities; (3) identifying the current technology level of the organization; (4) identifying key organizational goals for alignment; (5) developing and communicating a shared vision; (6) developing strategic principles; (7) dealing with organizational structure issues; (8) identifying and prioritizing processes for reengineering; and (9) developing processes for continuous feedback for the planning processes. Appendixes include a survey on organizational culture; evaluation guidelines for institutional IT resources; sample statements of mission, values, purpose; and strategic principles and success factors. (KP)

ED 372 804 JC 940 445

Cohen, Arthur M.
California Community Colleges in the Next Decade.
PUB DATE- 16 Aug 94
NOTE- 42p.; Paper presented to the faculty and staff of Citrus College (Glendora, CA, August 16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Community Colleges; Distance Education; Educational Finance; *Educational Trends; Enrollment Trends; *Futures (of Society); Governance; *Instructional Development; Population Trends; *Sociocultural Patterns; Teacher Salaries; Tuition; Two Year Colleges; Year Round Schools
IDENTIFIERS- *California

Projecting the future for California community colleges involves projecting the future for the state and for the nation in general. According to population projections, the absolute number of 18-year-olds in the U.S. will rise to 4 million in 2004 up from 3.3 million in 1992. The tuition differential between California's community colleges and the state's other post-secondary institutions will bring a higher proportion of these students to the colleges, where liberal arts credits can be obtained at bargain prices. With respect to faculty, the state's full-time community college faculty salaries are high,

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Failure; Behavior Problems; High Risk Students; Junior High Schools; *Junior High School Students; *Parent Attitudes; Parent Education; *Parenting Skills; *Parent Participation; *Parent Workshops; Program Evaluation; Program Improvement; Total Quality Management

This study examined the impact of awareness workshops component of the West Point/Mississippi State University Enrichment Project for parents of junior high school students who had experienced academic failure or behavior problems. Focusing on effective parenting skills and conducted by graduate students divided into three total quality management teams, the 5-week summer intervention covered topics including: (1) helping your child develop self confidence; (2) instilling a love of reading in your child; (3) creating a home setting conducive to learning; (4) creating opportunities for learning; (5) showing your child that school is important; and (6) communicating with your child on a regular basis. Sixty-six parents completed the post-intervention survey instrument. All indicated that the workshops were helpful, and that they would recommend the project and workshops to other parents. Some of their suggestions for improvement included involving children in the workshops, involving ministers and more male parents, and including workshops on drug awareness. (Twenty-four references are included.) (SM)

ED 372 822 PS 022 207

The Learning Society.
PUB DATE- 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Cultural Context; Developmental Stages; Foreign Countries; *Individual Development; Information Technology; *Labor Force; Learning; Policy Formation; Program Development; Research Methodology; *Research Needs; *Social Change; *Social Development; Social Environment; Social Influences
IDENTIFIERS- Global Change

This publication focuses on the challenges faced by modern societies as they seek to plan for competing in the global economy, educating the population for new competencies, maintaining the social fabric for nurturing and socializing the next generation, and providing opportunities for the health and well-being of all citizens. Emphasis is placed on the need for understanding the processes of human development as a vital component of the planning process, noting that such an understanding starts with recognizing the social nature of the human species and the powerful impact that social environments have on human development. The first section of this report explains how contemporary social structures and practices affect individual and collective development. Topics explored include: (1) basic needs for positive human development during infancy, early childhood, transition to school, puberty, and adulthood; (2) the impact of the social environment on human development; (3) information technology and the creation of new learning opportunities; and (4) the necessity for linkage and integration in developing a conceptual framework and a common language. Subsequent sections of the report examine in greater detail the current dilemmas of modern technological societies,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Custody; *Child Rearing; *Child Support; Divorce; Family (Sociological Unit); *Parenting Skills; Parent Responsibility
IDENTIFIERS- Coparenting; *Family Law; *Family Support; Joint Custody

Dealing predominantly with issues related to divorce and custody, this conference proceedings contains 20 papers or summaries; they are: (1) "Choices, Challenges, Changes" (Constance Ahrons); (2) "The History of the Joint Custody Movement" (Karen DeCrow); (3) "Children Held Hostage: Dealing with Programmed and Brainwashed Children" (Stanley Clawar and Brynne Rivlin); (4) "The Factor That Best Predicts How Much Financial Child Support Will Be Paid Is How Much the Parent Who Owes It Feels That S/He Shares Control Over the Child's Upbringing" (Sanford Braver); (5) "The Identification and Investigation of 'Doubtful' or 'False' Allegations" (Kathleen Sternberg, Irit Hershkowitz, and Michael Lamb); (6) "Classes on Parenting for Parents of Separation and Divorce" (Kathryn Gibson); (7) "The Primary Caretaker Theory: Backsliding to the 'Tender Years' Doctrine" (Ron Henry); (8) "Positive Approaches to Family Formation and Preservation" (Laurie Casey); (9) "How To Work with Legislatures" (Cindy Ewing); (10) "Families Apart: 10 Keys to Successful Co-Parenting" (Melinda Blau); (11) "Winning Strategies in Child Custody Litigation: Assisting Your Client To Navigate Past the Shoals of a Child Custody Evaluation" (Michael Oddenino); (12) "CRC Model Child Support Guideline" (Donald Bieniewicz); (13) "Court-ordered Mediation: Keys to Success" (Marie Hill and Evelyn Wallace); (14) "Working with the Media" (Eric Anderson and David Dinn); (15) "How To Work with Courts and Commissions" (Harvey Walden); (16) "International Policy Developments in Financial Child Support and Custody Law" (Kenneth Skilling); (17) "How To Communicate Productively with Your Former Spouse" (Kris Kline); (18) "Networked Parents: Using Electronic Networks for Information, Advocacy, and Moral Support" (Anna Keller); (19) "Parent Action: A National Association for Parents" (Bernice Weissbourd); and (20) "Aggression and Violence" (John Bauserman). (TJQ)

ED 372 841 PS 022 571

Feng, Jianhua
Issues and Trends in Early Childhood Education.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; Classroom Techniques; Cultural Pluralism; Curriculum Design; Curriculum Development; Developmental Tasks; *Early Childhood Education; Educational Environment; *Educational Practices; *Educational Trends; Evaluation Methods; Instructional Effectiveness; Integrated Curriculum; *Mixed Age Grouping; Multicultural Education; Nongraded Instructional Grouping; Portfolios (Background Materials); Student Evaluation; Thematic Approach; Young Children
IDENTIFIERS- *Authentic Assessment; *Developmentally Appropriate Programs

Within the field of early childhood education, several issues are

Coping; Emotional Response; *Family Violence; *Intervention; Problem Solving; Self Concept; Self Esteem; Socialization
IDENTIFIERS- *Witnesses to Violence

Noting that children who witness family violence, but are not direct victims of the violence, are frequently forgotten, this 33-minute video and complementary written materials provide a highly flexible program designed to address the multiple needs of these children with diverse backgrounds and a wide range of experiences. The first part of the video will help professionals and others understand some of the common issues and family dynamics of domestic violence, with emphasis on the effects it has on child observers. The accompanying written materials will help children build skills in the areas of socialization, problem-solving and self-concept, as well as heal some of the hurt. The second part of the video is for professional helpers to use in varied settings with one child or groups of children. The primary audience for this part is the children themselves; it provides a series of animated vignettes based on drawings by children, which serve as triggers for discussion or activities with children. Companion materials are a leader's guide describing specific objectives of the video and the program as a whole, and activity worksheets dealing with a range of childhood emotions, including fear, self-concept, anger, and affective responses. (HTH)

ED 372 859 PS 022 642

Kindergarten Plus, 1992-93: Phase II Final Evaluation Report. OER Report.
PUB DATE- 13 Sep 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; *Disabilities; *English (Second Language); *Grouping (Instructional Purposes); *Kindergarten; *Mainstreaming; *Multicultural Education; Parent Participation; Primary Education; Program Effectiveness; Program Evaluation; Staff Development; Teaching Methods; Urban Education
IDENTIFIERS- *Developmentally Appropriate Programs; Kindergarten Plus NY; New York City Board of Education

Kindergarten Plus, a program for disabled and non-disabled kindergarten students in an integrated classroom setting, was implemented in 5 New York City classrooms serving 99 kindergartners. The program's implementation and student outcomes were evaluated at the end of the first year. Classroom observation and staff interviews revealed that the Kindergarten Plus program provided a developmentally appropriate learning environment that encouraged children's language, cognitive abilities, social skills, and emotional development. Teachers used an appropriate balance of small-group, individualized, and whole-group instruction, and a variety of child-directed and teacher-guided activities. Teachers also used English as a Second Language (ESL) and multicultural strategies and materials in the classroom, and participating ESL students showed substantial gains in English language proficiency. The high ratio of classroom staff to children allowed for more individualized attention to children, but also necessitated the use of team teaching and increased staff communication. A comparison of the Kindergarten Plus average attendance rate with the city-wide attendance rates revealed only minor differences. Program staff participated in a variety of staff

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Persistence; American Indians; Blacks; *College Programs; *Engineering Education; Enrollment; *Financial Support; Higher Education; Hispanic Americans; *Minority Groups; Secondary Education; *Student Attrition; Student Recruitment
IDENTIFIERS- *Minority Engineering Programs; Student Support Services

Minority engineering programs (MEPs) were established in the late 1970s to recruit minority students to engineering education and reduce their dropout rate. MEPs at 20 engineering schools were examined in relation to institutional environment; pre-enrollment activities; and services that encourage community building, provide academic support, and enhance students' personal and professional development. Data from interviews with program staff, faculty members, university staff, and current and former students were analyzed. Eight of the 20 universities were identified as being the most successful in recruiting and graduating minority students. MEPs at these universities tended to recruit the best qualified students directly from high schools, establish summer programs that stress study and critical thinking skills, provide study centers, have sufficient supplies of tutors available to intervene when students had academic problems, and have higher levels of university funding when compared to other programs. Although enrollment figures for minority students in engineering programs have increased, the attrition gap between minority and nonminority students remains. Recommendations largely target universities and include the need for increasing institutional support for MEPs, increasing student financial aid, increasing the number of minority engineering faculty, addressing diversity issues, and initiating longitudinal studies to better understand MEP participants and dropouts. Includes data tables and figures. (LP)

ED 372 878 RC 019 445

1992 in Review. October 1, 1991 to September 30, 1992.
PUB DATE- 92
NOTE- 52p.; Photographs may not reproduce clearly. For 1991 report, see ED 358 974.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agency Role; Fellowships; Foreign Countries; *Grants; Higher Education; *International Programs; Nonprofit Organizations; Program Descriptions; *Rural Development; Rural Education; *Technical Assistance
IDENTIFIERS- Caribbean; *Inter American Foundation; International Aid; *Latin America

This report summarizes 1992 activities of the Inter-American Foundation (IAF), an independent agency of the U.S. government. The IAF promotes equitable, responsive, and participatory approaches to sustainable development in Latin America and the Caribbean by awarding grants directly to local organizations. Funding is provided to grassroots organizations and small enterprises, as well as to larger organizations that provide local groups with credit, technical assistance, training, and marketing services. Of $22 million in new grants, 43 percent supported food production and agricultural projects; 19 percent

PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Enrollment; Federal Aid; *Migrant Education; Preschool Education; *State Programs; Student Characteristics; Tables (Data); Teachers
IDENTIFIERS- *ECIA Chapter 1 Migrant Programs; Migrant Education Program; Student Support Services

This report summarizes the participation and achievement information provided by state education agencies on the Chapter 1 Migrant Education Program (MEP) for 1991-92. The 1991-92 school year was marked by dramatic growth in the number of participants receiving MEP services in both regular and summer terms. In both terms, migrant participants were more likely to receive reading and mathematics than any other instructional service. Of the 531,841 participants reported as an unduplicated count of both terms, 80 percent were Hispanic and 11 percent were White, not Hispanic. Fifty-four percent were formerly migrant, 32 percent were currently migrant interstate, and 14 percent were currently migrant intrastate. Participation increased 22 percent from the previous year. Four percent of participants were disabled, and 20 percent were limited English proficient. States reported achievement data in basic and advanced reading and mathematics for students in grades 2-12 using various norm-referenced models (one point in time, two points in time, pretest/posttest, and sustained gain models). Federal funding for Chapter 1 MEP was approximately $294.6 million, a 4 percent increase from the previous year. The allocation per participant was $554. Extensive data tables detail information for the regular and summer terms on number and characteristics of migrant participants, services provided, full-time equivalent teachers and other staff, achievement results for basic and advanced reading and mathematics, and funding allocations by year and state. Appendices discuss program evaluation requirements, reporting problems, and methodology, and contain the data collection instrument and instructions. (SV)

ED 372 896 RC 019 727

Tharp, Roland G.; Yamauchi, Lois A.
Effective Instructional Conversation in Native American Classrooms. Educational Practice Report: 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Classroom Communication; *Classroom Environment; Cognitive Style; *Cultural Influences; Elementary Secondary Education; Peer Relationship; *Sociolinguistics; *Teacher Student Relationship
IDENTIFIERS- Communication Styles; Contextualization; Culturally Responsive Education; *Instructional Conversation; Native Americans

Instructional conversation (IC) is a dialogue between teacher and

Deafness; Elementary Secondary Education; Females; Geometry; Higher Education; Inquiry; Language Impairments; Logical Thinking; *Mathematics Achievement; *Mathematics Education; Memorization; Misconceptions; Problem Solving; Professional Development; Questioning Techniques; *Student Evaluation; Study Skills; Technology Education; Visualization; *Writing Across the Curriculum

IDENTIFIERS- *Alternative Assessment; Connections (Mathematics); Graphing Utilities; LOGO Programing Language; Number Sense; Preservice Teachers; Van Hiele Levels

This booklet contains 51 abstracts of papers presented at the 1992 conference for the Research Council for Diagnostic and Prescriptive Mathematics (RCDPM). Topics covered include: the use of expressive writing to enhance metacognition, adult assessment, cooperative learning assessment, visualization in problem solving, deaf students' beliefs about mathematics, using graphing calculators in precalculus, using number sentences to assess thinking, putting DPMath principles into practice, reduced symbol manipulation in calculus, assessment of language minority students, area concept acquisition, a new constructivist theory for diagnostic and prescriptive mathematics, math clinic students, hands-on geometric measuring, teaching number sense, writing to learn mathematics, using inquiry cycle methodology, effects of consistent instruction in calculus, underaddressed competencies needed by college students, study strategies for college mathematics, memorization, a methods course that considers misconceptions in secondary school mathematics, learners' theoristic development, ragged decimals, using mathematics journals, deaf education teachers' attitudes toward teaching mathematics, evolution of a classroom assessment model, assessing language skill, open-ended questions, interviewing as a final exam, van Hiele levels, math teachers as researchers, prerequisite vocabulary terms for intermediate algebra, using writing with preservice teachers, using Logo to teach variables, Mathematics Intensive Summer Session (MISS) for young women, conceptions of pictographs and bar graphs, decline of blacks in mathematics, role of language in construction of symmetry knowledge, renewal of elementary mathematics, connections, forum for prospective authors for Focus on Learning Problems in Mathematics, Diagnostic Prescriptive Workshop, school/university partnerships to integrate technology, whole language approach to mathematics, using life histories for assessing attitudes, teaching non-mathematically oriented students, Project UP with Mathematics, stimulating mathematical thinking, developmental logic, and fostering professional growth. (MKR)

ED 372 915 SE 054 069

Schwartz, Judah L., Ed.; And Others
The Geometric Supposer: What Is It a Case of?
PUB DATE- 93
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Development; *Computer Assisted Instruction; Courseware; Diagrams; Elementary Secondary Education; *Generalization; *Geometry; Learning Processes; *Mathematics Instruction; Metacognition; Teaching Methods; Visualization
IDENTIFIERS- *Computer Integrated Instruction; Conjectures (Mathematics); *Geometric Supposer; Problem Posing

This volume attempts to bring together a collection of reports on self-efficacy and skill, and ego orientation related negatively to these measures. Implications of the results for educational practice are discussed. Contains 34 references. (Author/MKR)

ED 372 933 SE 054 252

Barisa, Mark T.; Holland, Carolyn
The Graduate Achievement Program: A Description of the First Year of a Summer Enrichment Program in Math and Science for Minority Undergraduate Students.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 93
NOTE- 79p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1993). For related document, see SE 054 253.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Sciences; Biomedicine; Black Students; *Enrichment Activities; Graduate Students; *Graduate Study; Higher Education; Institutes (Training Programs); *Mentors; *Minority Groups; Program Descriptions; Science Careers; Science Education; Summer Programs; *Undergraduate Students
IDENTIFIERS- African Americans; *University of Tennessee Memphis

Results of surveys and studies suggest that too few African-American and female students aspire to and achieve doctoral degrees in biological sciences. It has also been suggested that gender and racial inequities exist in teaching and research faculties in higher education, especially in the biomedical sciences. Thus, few role models are available to encourage young students to seek courses or careers in these fields. The purpose of the Graduate Achievement Program (GAP) is to identify and recruit talented minority undergraduate students who demonstrate financial need and to provide a summer institute designed to introduce them to the opportunities and excitement of careers in the biomedical sciences. GAP was designed to provide educational resources to bolster learning abilities, build academically on the educational foundation already present, provide the opportunity to actively participate in all aspects of biomedical research, and familiarize students with the demands of graduate school through interaction with doctoral students and postdoctoral fellows. The current paper is a description of the first year of GAP including recruitment, program activities, curriculum, student descriptions, schedules, student evaluations of the program, goals and objectives, and future directions of GAP. Appendices include student demographics, student percentile ranks on Woodcock-Johnson Subtests, GAP weekly schedule of events, and a list of presentations made by GAP students. Contains 29 references. (Author/MKR)

ED 372 934 SE 054 255

Wilkins, Cynthia W.
Effects of Using a Problem Solving Approach to Algebra I Instruction.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Grade 8; Junior High Schools; *Junior High School Students; *Mathematics Achievement; *Mathematics

following information is provided for each activity: subjects addressed (e.g., social studies, science, art, math, etc.); appropriate grade level (most are for intermediate grades); academic skills used (e.g., classification, critical thinking, psychomotor, etc.); time required to complete; materials needed; vocabulary; concepts; activity objective; and background information for the teacher. (ZWH)

ED 372 954 SE 054 634

Bender, Sharon
Female Student Career Aspirations in Science. SSTA Research Centre Report #94-04. SSTA Research in Brief.
PUB DATE- May 94
NOTE- 20p.; Summary of a thesis "Factors Influencing Traditional or Non-Traditional Career-Related Aspirations among Female High School Students Enrolled in Science Courses" by Sharon Bender.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; *Educational Change; Foreign Countries; Grade 12; High Schools; High School Students; *Occupational Aspiration; Rural Education; Science Careers; *Science Education; Urban Education; *Womens Education
IDENTIFIERS- Saskatchewan

One of the major concerns of educators today is the determination of the factors that play a role in the career choices of women. This document summarizes a Saskatchewan thesis study that explored female grade 12 high school students' perceptions of the factors that influenced their traditional or nontraditional science career aspirations. Of particular interest was the influence of the gender of the teacher. Parents, older siblings, other people, work experiences, volunteer experiences, and certain school experiences strongly influenced female career choices. However, this study revealed that female high students commonly exhibited doubts about their academic ability and expressed fears that they would not succeed. Several factors influenced nontraditional student career aspirations more than those of traditional students. For example, nontraditional students received more verbal and active support from their parents. They had more shared experiences with their fathers. Nontraditional students generally had long-range career plans with options as an integral part of the plan. Even though they had doubts about their ability, they did not allow these to affect their nontraditional career aspirations. The gender of the science teacher appeared to have little overt impact on the career decisions made by female students. (Author/CW)

ED 372 955 SE 054 654

Meier, Beverly L.; Passarelli, Elisa
Student Activities in Meteorology: SAM. Version 2.
PUB DATE- 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; Earth Science; Elementary Secondary Education; *Greenhouse Effect; *Meteorology; *Science Activities; *Science Education; Technology Education; Vectors (Mathematics); *Weather; Wind (Meteorology)

This document is designed to show the connection among several initiatives of the Florida legislature in calling for changes to bring about reform at the school level and improvement in the delivery of social studies instruction at the classroom level. The document provides a picture of how this program of study can meet the goals of the Florida Commission on Education Reform and Accountability, "Blueprint 2000," and serve as a model for school improvement plans. The handbook for improving student achievement has four sections. Section 1 contains 5 documents that show the relationship between "Blueprint 2000," the School Improvement Initiative, and "Connections, Challenges, and Choices." Of the 7 state goals that reflect the need for broad change within Florida's education program, Goal 3 is discussed at some length. Goal 3 describes the performance skills in which all students must be proficient. This section articulates the characteristics or behaviors that well-educated people possess after 13 years of school. The main focus is on the use of skills and content to achieve conceptual understandings. A core of essential concepts is identified. Florida's social studies program is outlined as a K-12 approach to curriculum in which students engage in behaviors that require interaction between process skills and a body of knowledge to achieve conceptual understanding. Section 2 provides guidance for how schools may use the guide as part of school improvement plans. Section 3 creates a picture of how the interaction between process and social studies content is developed. Section 4 assumes that connections are evident in a common vision statement. (DK)

ED 372 976 SO 023 578

Global Geography: Activities for Teaching the Five Themes of Geography (Grades 3-9).
PUB DATE- 90
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Geographic Concepts; *Geography Instruction; Human Geography; Immigrants; Learning Activities; Locational Skills (Social Studies); Maps; Map Skills; *Regional Characteristics; *Thematic Approach
IDENTIFIERS- *World Views

This document presents a set of activities for teaching students in grades three through nine about geography. The book presents the activities under the five major geographic themes of location, place, relationships within places, movement, and regions. Extensive student readings, maps, and other diagrams appear within the book. The document includes a foreword, an introduction, a brief discussion of the five geographic themes, and a listing of resources for teachers, including both materials and organizations. (SG)

ED 372 977 SO 023 662

Private/Non-State Education: Forms and Status in the Member States of the European Community.
PUB DATE- Jun 93
NOTE- 88p.
LANGUAGE- English

to look beneath the surface of the text of the film to the nature of gendered roles in the movie, the effects of relations of power, and how those roles and effects of power tend to impact both Rita's and Frank's struggle for voice. The representations of literature in the film make a strong connection to masculine authoritative words and suggest the interrogation of voice with respect to gender. The authoritative language and the lived experiences of the characters in the film seem related inextricably to the struggle for voice and to the historic way that women's voices and knowledge have been positioned as other than authoritative. Includes end notes. (CK)

ED 372 995   SO 024 077

Mason, Peter
The Role and Structure of an Independent Sector in a Modern Democratic Society. An European View.
PUB DATE- Nov 93
NOTE- 10p.; Open lecture (Sofia, Bulgaria, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Democracy; Educational Development; Educational History; Educational Needs; Educational Planning; *Educational Practices; Educational Trends; Foreign Countries; Institutional Characteristics; *Role of Education; School Effectiveness; *Systems Analysis
IDENTIFIERS- *Europe; *National Standards

In examining education systems in Europe, examples show that it is wiser to build slowly and carefully, preserving what is best in existing practice, and discarding what is out of mesh with the times. Using illustrations from 14 countries in western Europe, 4 factors largely determine the size and composition of the independent sector in a country, the degree of autonomy and effectiveness enjoyed by schools, and the freedom of parents to choose. These are: (1) the existence and nature of constitutional and legal guarantees of the rights of parental choice and freedom of belief and association; (2) the effects of state subsidies and controls resulting in marked differences in standards, accessibility, and autonomy; (3) the amount of indirect aid to parents and schools from the state and the community; and (4) the historical interplay of educational patterns and social mores, and in particular, the degree of involvement of the churches in education. In organizing education in a democratic society, a critical balance needs to be considered among four conflicting needs: (1) the freedom of choice for parents among schools with different educational philosophies; (2) adequate controls by society to safeguard sound standards of education in schools; (3) reasonable freedom to innovate and experiment; and (4) equality of opportunity regardless of ability to pay. Reaching a balance depends on attaining sufficient consensus among all concerned. (CK)

ED 372 996   SO 024 080

Mason, Peter
Independent Education in Bulgaria.
PUB DATE- Jan 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

to consider. The case studies focus on the stories of the three protest movements and emphasize the following: (1) the origin of or catalyst for change; (2) the people who created or joined the movement; (3) the tactics developed or used to effect change; (4) the responses of government and other institutions to the movement for change; (5) the short and long term achievements of the movement; and (6) the importance of protest and dissent to the U.S. political system. (CK)

ED 373 014 SO 024 414

Ross, E. Wayne, Ed.
Reflective Practice in Social Studies. Bulletin Number 88.
PUB DATE- 94
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Curriculum Development; Decision Making; Elementary Secondary Education; Inquiry; *Professional Development; *Social Studies; *Teacher Behavior; Teacher Characteristics; Teacher Improvement; Teacher Welfare; *Teaching Methods
IDENTIFIERS- Reflective Inquiry; *Reflective Practice; Reflective Teaching

As reflective teaching has been a major concern in education with the movement for increased teacher professionalism and involvement in all aspects of school decision-making, the 10 articles in this volume address reflective practice in the social studies with an emphasis on how reflection and inquiry can contribute to both teacher and curriculum development. The six articles in the first section present reflective practice as a way to link curriculum development with the professional development of teachers. The four articles in the second section describes specific models of practice for teacher education, teacher research, and collaboration among school and university personnel. The articles include: (1) "Perspectives on Reflective Practice in Social Studies Education" (Stephen J. Thornton); (2) "The Social Studies Teacher as Curriculum Creator: Reflections on Teaching Middle School Social Studies" (Jessie B. Crook); (3) "Critical Reflections on Classroom Practice: Teaching as an Investigative Activity" (Sandra Mathison); (4) "Reflective Practice and Professional Growth: Using Action Research in the Elementary Classroom" (Cindy B. Berkowitz); (5) "Teachers as Curriculum Theorizers" (E. Wayne Ross); (6) "Teachers Leading Change: The Bethlehem Lab School Project" (James Nehring); (7) "Reflective Practice and Teacher Education" (Susan Adler); (8) "Why Teacher Research?" (Joel T. Jenne); (9) "Reflective Practice and the Culture of Schools" (David Hursh); and (10) "Creating Partnerships and Building a Reflective Community: The Role of Personal Theorizing and Action Research" (Jeffrey W. Cornett and others). (CK)

ED 373 015 SO 024 436

Military Academy: Gender and Racial Disparities.
PUB DATE- Mar 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Admission (School); Blacks; *Educational Experience; Females; Higher Education; Males; *Military Schools; Military Training; Minority Groups;

success of a multicultural awareness dimension depends on the commitment of faculty and students towards clearly understood goals. (Contains 21 references.) (LL)

ED 373 031 SP 035 372

Options on Improving the Certification System. Report to the Legislature. Section 104, Chapter 141, Laws of 1992, Partial Veto (Substitute Senate Bill 5953).
PUB DATE- Dec 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Evaluation; Beginning Teachers; College Outcomes Assessment; Educational Change; Elementary Secondary Education; Higher Education; Policy Formation; Professional Development; *Review (Reexamination); State Boards of Education; *State Legislation; *Teacher Certification
IDENTIFIERS- *Reform Efforts; *Washington

The 1992 Washington State Legislature gave the State Board of Education (SBE), in conjunction with the Governor's Council on Education Reform and Funding (GCERF), responsibility for completing a review of certification policies to develop an outcome-based certification system for teachers. To accomplish this task, the SBE/GCERF Professional Development Group was established. The group developed a "continuum of types of certification" as a conceptual framework; and identified the major issues that would be addressed. The Professional Education Advisory Committee, established by the SBE, developed recommendations that address policies in three areas: (1) establishment of new certification categories; (2) revision of assignment and endorsement policies; and (3) establishment of a committee to review administrator certification. The recommendations represent significant shifts in existing policies; therefore, these changes will be phased in over several years. Appendixes provide the text of Chapter 141 Laws of 1992 (SSB 5953), the meeting notes of the State Board of Education Governor's Council on Education Reform and Funding--Professional Development Group, and the membership list of the Professional Education Advisory Committee. (LL)

ED 373 032 SP 035 373

Flournoy, Mary Anne
Educating Globally Competent Teachers.
PUB DATE- Jun 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Council on International Educational Exchange (Washington, DC, November 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Cross Cultural Studies; Cultural Awareness; *Global Approach; Higher Education; *International Educational Exchange; *International Studies; Learning Strategies; Non Western Civilization; *Preservice Teacher Education; Study Abroad; *Teacher Education Curriculum
IDENTIFIERS- *Diversity Concept; Ohio University; *Preservice Teachers; Swaziland

The College of Education, Ohio University, in coordination with the Center for International Studies utilizes several strategies for developing global competency in preservice

The goals of this four-phased study were to enhance the quality of educational experience for under-represented (rural, low income, and female) secondary students (N=628), and to increase their participation in mathematics and science courses beginning at the middle school level. Teachers (N=28) were asked to expand their pedagogical content knowledge, improve their student assessment techniques, and develop an integrated program linking mathematics and science to the core curriculum. During Phase 1, a consortium, organized by school districts, Southwest Missouri State University, and area business partners was established. During Phase 2, teams of teachers and consortium staff developed a 4-week interdisciplinary unit titled "PATTERNS." The project was implemented in Phase 3 and the project's effects on students and teachers were evaluated in the final phase. Results indicated: (1) teachers were generally pleased with the unified, consortium process; (2) analysis of pre- and post-test scores suggested that integrated approaches to teaching and learning that focus on formal operations are best suited to young adolescent learners who already possess some higher order thinking skills; and (3) students expressed interest and excitement in the unit. Some suggestions for further research, a teacher questionnaire, and six statistical tables complete the document. (LL)

ED 373 052   SP 035 398

Majsterek, David J.; And Others
End-of-Major Assessment Practices in CEC-Approved Teacher Preparation Programs.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); Disabilities; Educational Assessment; Education Majors; Elementary Secondary Education; *Evaluation Methods; Higher Education; Portfolios (Background Materials); Preservice Teacher Education; *Program Evaluation; *Schools of Education; School Surveys; *Special Education; *Student Evaluation; Teacher Education Programs; Undergraduate Study
IDENTIFIERS- *Council for Exceptional Children; National Council for Accreditation of Teacher Educ; Preservice Teachers

The Council for Exceptional Children (CEC) is a society that evaluates special education programs in the National Council for the Accreditation of Teacher Education (NCATE) process. This study surveyed the 179 colleges and universities approved for accreditation by the CEC and sampled procedures the CEC-approved special eduation programs were using to appraise the end-of-major competencies of preservice teachers. In addition, an interest in portfolio assessment at the college level prompted related questions about whether special education programs were incorporating portfolios into the assessment process. Approximately 80 percent of the surveys were returned for analysis. According to the findings, it was apparent that a variety of assessment methods were considered to be acceptable by the CEC; that approximately one-third of the CEC-approved special education programs indicated an involvement in, or a movement toward, portfolios as an end-of-major assessment component; and that the most common assessment practice was some form of testing at the close of special education coursework. A discussion of the trends in end-of-major assessment as evidenced by the results of the survey, a copy of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Correlation; Empathy; *Evaluation Methods; *Expressive Language; Higher Education; Literature Reviews; Organization; Psychometrics; Self Esteem; Student Motivation; *Test Construction; Test Items; Undergraduate Students; Writing (Composition); Writing Skills; Writing Tests
IDENTIFIERS- Procrastination; Writers Block; *Writing Anxiety Scale (Petzel and Wenzel)

A Writing Anxiety Scale (WAS) was developed. A literature review and interviews with writing instructors identified nine components of writing behavior (Empathy, Expression, Evaluation by Others, Motivation, Organization, Procrastination, Self-Esteem, Technical Skills, and Writing Anxiety). A pool of 146 items were written to reflect the components. Eight raters sorted the items into the 9 categories; 103 items with an agreement of 6 or better were retained. In experiment one the WAS, the Multiple Affect Adjective Checklist (MAACL) Anxiety Scale, and a self-rating scale of behavioral sketches of the subscales were given to 117 undergraduates. Analyses of frequency of endorsement, Cronbach's alpha, and correlations with experimental scale support sufficient psychometric strength to warrant further refinement. In experiment two, 91 subjects replicated the psychometric properties of the WAS found in experiment one. Convergence with a measure of Writing Apprehension and a Writer's Block Questionnaire were demonstrated. (Contains 8 references and 5 tables.) (Author/SLD)

ED 373 073 TM 021 810

Firestone, Lisa
Application of a Theoretical Model to the Development of a New Instrument for Assessing Self-Destructive Potential: The Firestone Voice Scale for Self-Destructive Behavior.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Correlation; Models; Scores; *Self Destructive Behavior; *Test Construction; Test Reliability; Test Validity; Theories
IDENTIFIERS- *Firestone Voice Scale Self Destructive Behavior; Firestone Voice Theory

The concept of the "voice" as developed by Robert W, Firestone (1984 and later) has been hypothesized as an essential mechanism in self-destructive behavior in general and suicide in particular. This study applies the theory of the voice to the development of the Firestone Voice Scale for Self-Destructive Behavior (FVSSDB). The FVSSDB consists of 110 items equally drawn from 11 levels of progressively self-destructive thoughts. To investigate the reliability and validity of the FVSSDB, it was administered to 507 subjects currently in psychotherapy. Respondents also completed a battery of nine other instruments covering diverse areas of self-destructiveness in order to assess construct validity. Results were consistent with a Gutman scale of increasing self-destructiveness, providing support for the hierarchical and continuous nature of self-destructiveness. Construct validity was suggested by significant correlations between the levels

(Background Materials); Questionnaires; School Districts; Teacher Education; *Teacher Evaluation; *Test Use
IDENTIFIERS- *Performance Based Evaluation

This paper presents a synthesis of research on teacher-constructed portfolios and a scan of the state of the art in using teacher-constructed portfolios in preservice teacher education and in inservice teacher development and assessment. It continues work begun in 1991 at the Far West Laboratory on the increased interest in using teacher portfolios to improve education. After consideration of some theoretical issues of portfolio use, the paper presents responses of college and university personnel to a questionnaire on the work they are doing or planning in the area of teacher portfolios. Fifteen programs or activities dealing with preservice and inservice teacher education programs are reported, and 12 responses from school districts detail their portfolio uses. An annotated bibliography of four studies describes some current research into portfolio use. A final analysis suggests that moving into the use of portfolios raises many questions that must be answered to ensure that the promise of portfolio assessment is fulfilled. (Contains 11 references.) (SLD)

ED 373 094 TM 021 984

French, Russell L.; Bobbett, Gordon C.
An Analysis of School Report Cards Used in Five Southeastern States.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern Regional Council of Educational Administration (Orlando, FL, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Community Characteristics; Comparative Analysis; *Educational Policy; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Outcomes of Education; *Report Cards; *State Programs; Student Characteristics; *Test Results; Test Use
IDENTIFIERS- *United States (Southeast)

Report cards on schools have become common in many states, but their contents and formats vary widely. To study the variations and to determine if the differences in presentation have anything to do with presenting valuable data or with educational policy, a study was undertaken of the report cards of Southeastern states. Five states (Florida, Georgia, Mississippi, North Carolina, and Tennessee) provided report cards for review. These were analyzed for similarities and differences with regard to (1) instruments used to measure student performance; (2) student outcomes reported and reporting procedures; (3) levels of outcome data reported; (4) school and community factors reported; and (5) statistical procedures used in evaluating reported data. Evaluation reveals that analysis and presentation of outcome data are not consistent from state to state and appear to reflect the dictates of state policy. Student, school, and community characteristics reported also vary, and little attempt is made to determine relationships between characteristics and achievement. Only Florida and North Carolina attempt to use factors other than test results as indicators of student performance. Three tables and two figures present comparative results. (SLD) making data tapes from both surveys available in public-use and restricted use (approved research) versions. The 1987-88 SASS sample included 9,317 public schools and 3,513 private schools, a finding that suggests the widespread utility of these surveys. Two tables and six figures illustrate the overview. (SLD)

ED 373 114 TM 022 043

Davis, Alan
Using Tests To Evaluate the Impact of Curricular Reform on Higher Order Thinking.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Aug 92
NOTE- 16p.; Paper commissioned by the Curriculum Reform Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Curriculum Development; Educational Assessment; *Educational Change; Elementary Secondary Education; Matrices; Multiple Choice Tests; Program Evaluation; Sampling; Test Content; *Test Use; *Thinking Skills
IDENTIFIERS- *Performance Based Evaluation; *Reform Efforts; Subject Content Knowledge

The dominant issues in considering the use of tests developed outside the classroom to measure the impact of curriculum reform on higher order thinking are reviewed by a panel interviewed for this discussion. Panel members are: (1) Stuart Kahl, (2) Robert Linn, (3) Senta A. Raizen, (4) Lauren Resnick, and (5) Thomas A. Romberg. It is conceded that, in the past, most tests used for program evaluation and accountability have not been good measures of thinking. To measure thinking, it is necessary to think in terms of systems of assessment, in which good tests may include a mixture of performance tasks, open-ended items, and multiple-choice items. Testing must occur on more than one occasion, and matrix sampling of tasks and occasions may allow inclusion of extended performance tasks. Test items should include appropriate novelty in order to test thinking, although it may not be entirely appropriate to report higher order thinking as something apart from subject content knowledge. To compare the impact of two different curricula, tests should include instructional content common to both (the intersection), or the combined content of both (the union). (Contains 5 references.) (SLD)

ED 373 115 TM 022 044

Rossman, Gretchen B.
Building Explanations across Case Studies: A Framework for Synthesis.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 44p.; Paper prepared for the Curriculum Reform Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Mathematics Tests; *Qualitative Research; *Research Methodology; *Synthesis; Teachers

A framework is offered for fostering systematic, creative synthesis across various case studies. The challenge for those seeking to synthesize from case studies is to develop respect for the individual case context while permitting some blurring of unique features to occur in the synthesis. Case studies are

NOTE- 412p.; Issued annually, since 1981.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Black Colleges; Church Related Colleges; College Admission; College Applicants; College Choice; College Faculty; College Freshmen; College Housing; Colleges; Higher Education; *Institutional Characteristics; Majors (Students); Paying for College; Program Descriptions; Public Colleges; *Selective Colleges; Student Costs

This annual reference book presents descriptions of the approximately 350 colleges and universities with the highest proportion of incoming freshmen who come from the high-achieving group. The 1993-1994 edition describes 359 "leading colleges." An opening section discusses the guide's criteria for a competitive college, gives suggestions for making the best of a college visit, offers pointers on paying for college, and explains the format for the school descriptions which follow. Each institution is described in a single page format containing a brief overall description and information on academic program, student body, faculty, college life, athletics, housing, career planning support, application procedures, prior year freshman class data, and costs and financial aid. Extensive indexes provide access by: college majors, colleges costing $7,000 or less, colleges reporting 50 percent or more need-based financial aid recipients, 10 largest colleges, 10 smallest colleges, colleges accepting fewer than half of their applicants, colleges requiring all students to take a computer course, single-sex colleges, predominantly African-American colleges, colleges with religious affiliation, public colleges, and colleges reporting 70 percent or more students completing a degree. Final sections contain descriptions of competitive arts colleges and conservatories and a geographical index of colleges. (JB)

ED 372 666 HE 027 516

Terenzini, Patrick T.
Influences Affecting the Development of Students' Critical Thinking Skills.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 25p.; Paper presented at the Association for Institutional Research (New Orleans, LA, May 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; College Outcomes Assessment; College Role; *College Students; *Critical Thinking; Educational Environment; Extracurricular Activities; Higher Education; *Intellectual Development; Student Behavior; Student Characteristics; *Student Development; Thinking Skills; Undergraduate Study; Urban Universities
IDENTIFIERS- College Student Experiences Questionnaire; Collegiate Assessment of Academic Proficiency

This study examined how three dimensions of college students' experiences affect critical thinking skills: (1) curricular exposure, (2) formal classroom and instructional experiences, and (3) out-of-class experiences. The study used a 1-year,

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; *College Faculty; *College Instruction; Course Organization; Discussion (Teaching Technique); *Engineering; *Faculty Development; Financial Support; Graduate Study; Higher Education; Learning; Lecture Method; Research Proposals; *Research Skills; *Sciences; Seminars; Test Construction

This book is designed to help new faculty members in engineering and the sciences become effective teachers and researchers. Part 1 focuses on teaching, and includes six chapters which cover: characteristics of student learning, planning a course, conducting discussions and lectures, preparing examinations and assignments for students, and working with teaching assistants. Part 2 examines issues in research, and includes six chapters on the following topics: supervising of graduate research, getting funding for research projects, writing research papers, reviewing research proposals and papers, presenting talks on research results, and conducting graduate seminar programs. (Contains 110 references.) (MDM)

ED 372 686 HE 027 571

Zahorski, Kenneth J.
The Sabbatical Mentor: A Practical Guide to Successful Sabbaticals.
PUB DATE- 94
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; College Administration; *College Faculty; Definitions; Educational Experience; *Faculty Development; Financial Support; Higher Education; Resource Materials; *Sabbatical Leaves; *School Policy
IDENTIFIERS- Application Forms

This book offers practical suggestions to college faculty for making the sabbatical experience more productive, satisfying, enriching, and enjoyable. Part 1 serves as an introduction, examining the origins and definitions of sabbatical leave and common institutional practices in regard to granting sabbaticals. Part 2 looks at the five stages of the sabbatical experience, including: (1) pre-application reflection and planning, (2) the application process, (3) pre-sabbatical preparation, (4) the leave period itself, and (5) reentry and follow-through. Part 3 addresses the institutional context of the sabbatical experience, examining the roles of faculty developer, departmental and divisional chairs, and chief academic officers. Part 4 serves as a conclusion, discussing the benefits of the sabbatical experience and recommendations for improving sabbatical programs. Five appendixes contain a selected bibliography, a statement on the philosophy and role of the St. Norbert College Faculty Personnel Committee in regard to sabbatical leave, a bibliography of time management resources, grant seeking and writing resources, and sample sabbatical applications and sample sabbatical reports by individuals at a variety of institutions. (Contains 145 references.) (MDM)

ED 372 687 HE 027 572

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; Community Colleges; Cross Cultural Studies; Enrollment; *Federal Legislation; Financial Support; Foreign Countries; *Government School Relationship; Higher Education; *Institutional Cooperation; School Policy; *Transfer Policy; *Universities
IDENTIFIERS- Napier University (Scotland); *Scotland; United States

This paper discusses collaboration between institutions of further education (FE) and higher education (HE) in Scotland, governmental policy toward postsecondary education in Scotland, and Napier University's response to these policies. FE in Scotland is analogous to community college education in the United States, providing vocational and transfer programs to secondary school graduates. Recent governmental pressure to increase enrollments at HE institutions with only limited increases in funding has led to an increased emphasis on FE-HE linkages to reduce costs. Scotland's Further and Higher Education Act of 1992 encourages increased collaboration between HE and FE institutions by making their educational programs and course offerings more compatible and centralizing the funding of both types of institutions. Napier University has established closer links with local FE institutions, implementing student transfer agreements and multi-institution programs. Such cooperation will allow institutions in both sectors to increase student intake in targeted areas and at levels that suit them best. Comparisons with the community college-university relationship in the United States are also discussed. (MDM)

ED 372 705 HE 027 590

Daniel, John, Ed.; And Others
Academic Freedom 2--A Human Rights Report.
PUB DATE- 93
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; Censorship; *Civil Liberties; College Environment; College Faculty; College Students; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; *Institutional Autonomy; Intellectual Freedom; *Universities; *World Problems
IDENTIFIERS- Burma; International Conventions; Lebanon; Malawi; Palestine; Paraguay; Sri Lanka; Sudan; Swaziland

The ten essays in this book examine issues related to academic freedom and university autonomy. Chapter 1 serves as an introduction, providing an overview of the situation in universities worldwide, including national and international initiatives to promote academic freedom. It also discusses the role of the World University Service in this endeavor. Chapter 2, "The Right to Education: Its Significance and Limitations" (Manfred Nowak), reviews international initiatives to guarantee a right to education for all peoples, discussing the significance and limitations of such initiatives. Chapters 3 through 10 survey academic freedom and university autonomy in various nations: "Burma (Myanmar)" (Martin Smith); "Lebanon"

Manzo, David A.; Ross-Gordon, Jovita
Socialization Outcomes of Part Time Graduate Professional Social Work Education: A Comparison of Adult Students in Career Transition to Social Work with Returning Adult Students Who Have Undergraduate Training and Practical Experience in Social Work.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *Career Change; Career Development; College Outcomes Assessment; *Graduate Study; Higher Education; Masters Programs; Professional Development; *Reentry Students; *Socialization; *Social Work; Student Attitudes; *Student Characteristics; Student Development; Values

This study compared professional socialization outcomes in two groups of adult students in part time Masters of Social Work programs, 44 with an undergraduate degree in social work and at least 1 year of relevant work experience, and 26 with undergraduate degrees and work experience in other fields. Subjects were given three measures of attitudes and values at three times during the program: (1) at the beginning or early in the program, (2) about halfway through the program, and (3) during the professional practicum. No significant differences were found between the groups. Results are interpreted in terms of concepts of professional socialization including the concept of changes occurring during the stages of socialization, the concept of re-socialization versus socialization, and the concept of "role-aging". Tables detail the study's results. (Contains 17 references.) (DB)

ED 372 725 IR 015 490

Fang, Rong-Jyue; Hsieh, Sam Shih-Ying
A Study of High School Students' Computer Awareness in Taiwan.
PUB DATE- 91
NOTE- 25p.; Paper presented at the Annual Conference of the American Vocational Association (December 7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Computer Assisted Instruction; *Computer Literacy; Courseware; Foreign Countries; Grade 10; High Schools; *High School Students; Hypothesis Testing; *Interactive Video; Questionnaires; Statistical Analysis; *Student Attitudes; Tables (Data)
IDENTIFIERS- *Taiwan

This study was designed to gain a better understanding of interactive video instruction and its effects on individual learning in high school students in Taiwan. The study had three objectives: (1) to identify students' background information and involvement in computer assisted instruction; (2) to assess whether there is a linear relationship between computer awareness or literacy and academic achievement; and (3) to compare the learning achievement between sequential learning and interactive learning. Fifty-six 10th-grade students were divided into two instructional groups; one received sequential instruction on computer awareness and the other received instruction on the same content via interactive video. Statistical analyses were conducted of the background information, the students' learning behavior, and their (infrequent cluster meetings and more reliance on technology) with more traditional methods of distance education. Nova University recognizes the need to keep abreast of technology and to provide the latest valid delivery approaches for its distance learners. (Contains 5 references.) (SLD)

ED 372 745 IR 016 695

Mizell, Al P.; Lever, Judy C.
Accommodating Learning Styles through Hypermedia.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Technology in Teacher Education Conference (Orlando, FL, April 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Computer Assisted Instruction; Computer Software; Educational Media; Educational Technology; *Hypermedia; *Individualized Instruction; *Multimedia Instruction; *Personality Traits; Users (Information)
IDENTIFIERS- HyperCard

Teaching methods seem to work with some students and fail with others, because every learner is unique. Teachers must be able to identify learning styles and find ways for instruction to match those styles. This paper moves from an overview of different learning styles to a review of the use of computer-assisted instruction. A recent development in technology, known as hypermedia, is described as a tool for faculty training and managing curricula. Hypermedia is an expansion of the hypertext concept that allows for the inclusion of media links as well as data links. Information in various types of electronic media can be accessed by activating the link. The user can explore information in a direction and speed suited to his or her learning style, as well as through the sensory stimuli that best enhances learning. The HyperCard software package provides tools to permit the educator-author the freedom and flexibility to address the needs of any learner. While development efforts may require more time when using technology to provide alternative learning paths, only minor revisions should be needed once the original work is done. (Contains 10 references.) (SLD)

ED 372 746 IR 016 696

Mizell, Al P.; Centini, Barry M.
The Electronic Classroom.
PUB DATE- Jan 85
NOTE- 9p.; Paper presented at the Annual Florida Instructional Computing Conference (5th, Orlando, FL, January 28-31, 1985).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Doctoral Programs; *Educational Technology; *Electronic Classrooms; Elementary Secondary Education; Higher Education; Instructional Design; Teaching Methods; *Telecommunications
IDENTIFIERS- *Nova University FL

The role of telecommunications in establishing the electronic classroom in distance education is illustrated. Using a computer-based doctoral program and the UNIX operating system as an example, how a personal computer and modem may be

States

This document consists of a complete run of "ARL Preservation Statistics" from its inception in 1988 through 1993, a total of 5 issues: 1988-89, 1989-90, 1990-91, 1991-92, 1992-93. The annual "ARL Preservation Statistics" questionnaire is designed to yield statistical information on the current level of preservation efforts in research libraries and on the key organizational, functional, and fiscal components that characterize preservation programs. The report is generally divided into three parts. In the first section, summary data tables display the aggregated statistics describing the current level of preservation efforts in ARL libraries. The four usual tables are: personnel; expenditures; preservation treatment; and preservation microfilming. The second section presents an analysis of the core data for all reporting ARL libraries. The key organizational, functional, and fiscal components that characterize preservation programs in ARL libraries and that distinguish between program levels are analyzed. The third section is an analysis of core data for established preservation programs. A copy of the annual questionnaire and footnotes to the ARL preservation statistics generally conclude the report. (Author/JLB)

ED 372 768 IR 055 130

Kaufman, Paula T., Comp.; Mitchell, Aubrey H., Comp.
2001: A Space Reality. Strategies for Obtaining Funding for New Library Space. SPEC Kit 200.
PUB DATE- Mar 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Evaluation Criteria; *Futures (of Society); Higher Education; Information Management; Information Technology; Library Automation; Library Collections; *Library Development; *Library Facilities; *Library Funding; Library Planning; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Fallacies; Learning Environments

This compilation contains copies of the following library documents that presented recent cases for new space: (1) Excerpts from "Harnessing Technologies to Unleash Their Potential" and "Kelvin Smith Library. The Electronic Learning Environment--Transforming Access to Knowledge: A Program Statement" from Case Western University (Ohio); (2) "Future Growth of Collections: Publishing Trends and Electronic Information Storage" from the University of Florida; (3) "Factors to Consider in Evaluating Future Space and Storage Needs of the MU Libraries: A Library Patron's Perspective" and "Outline for Space Study for UM Library Directors and Presentation" from the University of Missouri, Columbia; (4) "The Future Ain't What It Used to Be--Information Management in the Nineties" from the University of Pennsylvania; (5) "Concept Document for an Addition to the Fondren Library" from Rice University (Texas); (6) "Library Addition Request: Summary of Building Program Planning Statement" from Southern Illinois University, Carbondale; and (7) "Libraries, Books, and Technology" from the University of Tennessee, Knoxville. The accompanying flyer addresses four common fallacies and presents strategies for the library of the future. (MES) that their goals had been met by their college degree. Data on demographics, residence patterns, college major, salaries, transfer status, employers, and transfer institutions; and the survey instrument are appended. (KP)

ED 372 787 JC 940 396

Westchester Community College President's Report, 1991-1993.
PUB DATE- 15 Oct 93
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Curriculum; *College Faculty; College Programs; Community Colleges; *Educational Finance; *Enrollment Trends; Facility Improvement; *Institutional Characteristics; *School Community Relationship; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Westchester Community College NY

This report by the president of Westchester Community College (WCC) in New York presents an extensive overview of the college's accomplishments and of the students, the faculty, and the finances for the period 1991-1993. After providing a brief introduction to WCC's mission, programs, facilities, and growth, the report highlights accomplishments in the areas of community leadership, academic development, administration, and campus development. Selected accomplishments include the following: (1) WCC responded to community needs by: retraining dislocated workers at the WCC Professional Development Center; training municipalities, industry, and government about waste reduction, recycling, minimalization technology and on-site bioremediation of pollutants; providing free educational services to the disadvantaged; and conferring 115 associate degrees or certificates to welfare recipients; (2) new programs were developed in the fields of travel and tourism, international business, early childhood learning, and records and information management; and (3) capital projects included day care center expansion, and modification of campus buildings for greater handicapped access. The next section provides a statistical overview of student enrollment, offering information on credit and non-credit headcount and full-time equivalent enrollments; student gender and age; enrollment of minorities and veterans; residence patterns; high school graduates; and graduates. Information on administration and faculty positions, rank of faculty, and quality teaching is followed by a section on college revenues and expenditures. Extensive data tables and a glossary are appended. (KP)

ED 372 788 JC 940 397

Lee, Marcia M.; And Others
Westchester Community College. 1993 Fact Book.
PUB DATE- 93
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Administration; College Curriculum; *College Faculty; College Transfer Students; Community Colleges; Diversity (Institutional); *Educational Finance; *Enrollment Trends; *Institutional Characteristics;

at an average of $48,300 per year. If there are to be salary increases, then faculty work will be reorganized, with professors at the apex of a pyramid of paraprofessionals. While the curriculum and governance structures can be expected to remain stable, the financial contributions that students make to their education will probably double from the current 12%. With respect to instruction, budgetary limitations will make year-round schools a priority, and while distance learning has been hailed as a panacea, diverting half a million students to technological instruction will not solve cash management problems and risks educational segregation. Better approaches would include more peer tutoring, on-campus computer-assisted instruction, and larger classes. The future for the community colleges of California is assured and the built-in inertia of educational systems would suggest that there will be no major shifts in funding, staffing, clientele, or instructional forms. (Includes 16 tables of trends and indicators.) (KP)

ED 372 805 JC 940 446

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1993.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Transfer Students; Community Colleges; *Enrollment Trends; Full Time Equivalency; School Demography; School Statistics; State Aid; State Surveys; *Student Characteristics; Tables (Data); Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Schools
IDENTIFIERS- *Washington

A statistical overview is provided of trends in enrollments, student characteristics, and staffing in Washington's community and technical colleges as of fall 1993. The report first examines patterns of enrollments by funding source for full-time equivalent and headcount enrollment, the changing enrollment mix, students by purpose for attending, part- and full-time status, planned length of attendance, and the impact of tuition waivers. Next, the demographics of students served are detailed from fall 1989 through fall 1993 and data on student progress and success is presented for 1990-91 through 1992-93. Following an analysis of courses offered from fall 1989 through fall 1993, information on staff characteristics is provided from 1989 to 1993. Finally, data on enrollment, funding sources, and student characteristics are presented for 24 community colleges and college districts and 5 technical colleges for fall 1992 and fall 1993. Highlighted findings include the following: (1) the Washington community and technical colleges served 226,334 students in fall 1993; (2) the racial composition of the fall 1993 student population was more diverse than in the state as a whole, with 21% students of color in the system; (3) 52% of the students were enrolled part-time; (4) only 28% of the students in fall 1993 were new to college; and (5) 56% of all instruction was provided by full-time faculty in fall 1993. (MAB)

ED 372 806 JC 940 447

Technical and Cost Assumptions for the Implementation of the Commission on Innovation's Action Agenda.

developments in the human sciences that inform any attempts to make important decisions, and the relevance of this information to economics and health. Other topics discussed are the social cost of failure, family sociology and behavioral epidemiology, and building a new framework for understanding the determinants of human development. Contains 70 references. (SM)

ED 372 823 PS 022 208

Greenberg, Mark
The Devil Is in the Details: Key Questions in the Effort To "End Welfare as We Know It."
PUB DATE- Jul 93
NOTE- 22p.; Paper presented at the National Child Care Conference (2nd, Washington, DC, November 30-December 2, 1993). This is a modified version of a paper written for the conference on Welfare Reform in the Clinton Era (January 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Employment; Family Programs; *Federal Legislation; *Low Income Groups; Poverty Programs; Program Effectiveness; Public Policy; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Clinton Administration; Family Resource and Support Programs; Family Support Act 1988; *Job Opportunities and Basic Skills Program; *Welfare Reform

Noting the while there may be much support for the principle that families on welfare should have access to 2 years of education and training and then be expected to work, this paper contends that it will be extremely difficult, perhaps impossible, to design a coherent and constructive program within the probable federal budget constraints. In arguing why a 2-year limit, followed by work for welfare, is a bad idea, this document makes the following points: (1) the 2-year plan disregards what is known about the way many families use the Aid to Families with Dependent Children (AFDC) program over time; (2) imposing a 2-year clock from the moment AFDC receipt begins would force recipients to make irrational and inefficient decisions about whether and when to initiate education and training activities; and (3) the structure appears to preclude access to what is likely to be the most promising route out of poverty for a single parent, that is, postsecondary education. The report concludes that an alternative approach that could work, and end welfare as it currently exists in the United States, should involve the restructuring of the JOBS (Job Opportunities and Basic Skills Training) program. Elements in the reconceptualization of the JOBS program are discussed. (SM)

ED 372 824 PS 022 214

Lobb, Nancy
Home Alone and Doing Fine: A Guide for Young People in Self-Care.
PUB DATE- 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-

currently being debated and many new developments are emerging. One of these trends is toward the expansion and redefinition of early childhood education to include all educational experiences for children from birth to 8 years of age. Another trend is the increased interest in developmentally appropriate education, which takes into account what is known about how young children develop and learn, and matches that to the content and strategies planned for them in early childhood programs. A third trend is the renewed interest in integrated curricula. One approach to this is thematic organization, in which skills, facts, and subject-matter knowledge are integrated around a unifying theme. A fourth trend is toward the authentic assessment of children's learning, which is "the process of observing, recording, and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect a child." Another trend is increased interest in mixed-age groupings in preschools and nongraded education in early primary grade programs. A final trend is toward multicultural education and anti-bias curricula in early childhood in response to rapidly growing minority populations, and increasing cultural pluralism and global awareness. (AC)

ED 372 842 PS 022 575

McBride, Brent A.
University-Based Child Development Laboratory Programs: Emerging Issues and Challenges.
PUB DATE- Jun 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; *Child Development Centers; *Classroom Research; College Role; Day Care Centers; Educational Demand; Financial Problems; Higher Education; *Laboratory Schools; Leadership; Preschool Education; *Teacher Education; *Universities

Although child development laboratory programs continue to be important players in the child development and early childhood arenas, these programs face a number of emerging issues and challenges as they seek to solidify their support on campuses nationwide. Child development lab programs have been charged to serve as: (1) sites for personnel training in child development and early childhood education; (2) research sites; and (3) leaders in local, state, and national early childhood communities. Presently, many university-based child development lab programs are faced with threatened cutbacks or closures, due to the shrinking resources available at most state colleges and universities, the blurring of the roles and missions of lab programs, and the low priority placed by society on the education and training of child-care providers. Despite these trends, two phenomena are reviving interest in child development lab programs: the increased demand for child care at a time of serious concern over the quality, availability, and affordability of such programs; and the recent emphasis placed on research examining child development within individual, family, community, and societal contexts. Four interrelated issues need to be addressed to build support for these programs; (1) expanding program services; (2) reevaluating personnel training functions; (3) revitalizing model programs/leadership activities; and (4) expanding research opportunities. (Contains 18 references.) (AC) development workshops and cited those on multicultural education, staff collaboration, and instructional strategies for integrated instruction as being most helpful. Parent workshops were offered at all of the Kindergarten Plus sites. Teachers gave high praise to the Kindergarten Plus program and maintained that the integrated setting helped both general education and special education children to work together and to respect similarities and differences in one another. (TJQ)

ED 372 860 PS 022 646

Verhellen, Eugeen, Ed.; Spiesschaert, Frans, Ed.
Children's Rights: Monitoring Issues.
SPONS. AGENCY- King Baudouin Foundation, Brussels (Belgium).
PUB DATE- 94
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- Adolescents; *Child Advocacy; Child Labor; Children; *Childrens Rights; *Child Welfare; Foreign Countries; International Programs; Ombudsmen; Public Policy
IDENTIFIERS- *Child Protection; France; Germany; Norway; *United Nations Convention on Rights of the Child

A number of research seminars were organized to clarify the fundamental principles underlying local, regional, and international efforts to establish a structure for monitoring and promoting children's rights. This book contains papers presented at these seminars by experts on child advocacy, promotion of children's interests by children, and children's knowledge and views. The 14 papers presented are: (1) "The Search for the Achilles Heel: Monitoring of the UN Convention on the Rights of the Child and Its Implications for the States Parties" (Eugeen Verhellen); (2) "Working for the Rights of Children in Norway" (Malfrid Grude Flekkoy); (3) "Activities of the German Society for the Protection of Children: Establishing the Office of the Child Commissioner in the Federal Republic of Germany" (Walter Wilken); (4) "'Baby Kissing' or a Real Policy for Children?" (Ludwig Salgo); (5) "French Public and Private Initiatives Contributing to the Implementation of the Convention on the Rights of the Child in France" (Jean-Pierre Rosenczveig with Annie Bouyx); (6) "Out of the Mouths of Babes," on the difficulties of implementing the Convention on the Rights of the Child (Judith Ennew and Virginia Morrow); (7) "Do the Rights of the Child Bring Childhood from the Periphery to the Centre of Society?" (Marjatta Bardy); (8) "Ways of Presenting Children's Lives and Activities" (Jens Qvortrup); (9) "Policy for Children: The Situation in Norway" (Per Egil Mjaavatn); (10) "Children or Youth Town Councils" (Evelyne Lebault); (11) "The Conference 'Voices of the Children,' A Participation Project of and for Children" (J. J. Voeten); (12) "Children's Express: By Children for Everybody" (Robert Clampitt); (13) "Working Children: Leading the Struggle to Obtain and Defend Their Own Rights" (Nelly Torres); and (14) "The United Nations of Youth" (Jeroen Keppens). (TJQ)

ED 372 861 PS 022 649

The Children of Metropolitan St. Louis: A Report to the Community from Project Respond.
PUB DATE- Apr 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

funded education and training; 18 percent supported small enterprise development; and the remainder covered projects related to health, housing, research and dissemination, ecodevelopment, legal aid, and cultural expression. Educational activities included such areas as organizational development, craft production, marketing, job training, leadership training, citizenship and basic law, literacy, health promotion, soil conservation, agricultural education, bilingual education for indigenous populations, preschool education, vocational programs for dropouts and street youth, and school construction. This report provides: (1) brief descriptions of 168 new grants and 171 grant supplements awarded in 1992; (2) lengthier descriptions of four model development programs; (3) lists of foreign graduate students awarded fellowships to study in the United States; (4) lists of publications and videos about IAF and grantees; (5) financial and statistical information; and (6) information on how to apply for a grant. Includes many photographs and a map of IAF regional offices. (SV)

ED 372 879 RC 019 472

Lopez, Norma Y.
AIDS in the Hispanic Community. Issue Brief.
PUB DATE- Mar 88
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Community Organizations; Cultural Influences; Disease Control; *Disease Incidence; Health Education; Health Needs; *Hispanic Americans; Information Networks; National Organizations; *Organizational Objectives; *Prevention; Program Development; Technical Assistance
IDENTIFIERS- Centers for Disease Control GA; *National Council of La Raza

This document reports on the incidence of AIDS among Hispanics and addresses Hispanic concerns regarding AIDS education, prevention, and treatment. Hispanic Americans are proportionately more likely to suffer from AIDS than any other minority group, and health officials predict there will be a seven-fold increase in the number of AIDS cases among Hispanics over the next 4 years. Barriers affecting the Hispanic response to AIDS include the belief that AIDS is a White gay male disease, the lack of culturally sensitive and appropriate education and prevention programs, and insufficient federal funding preventing Hispanic community groups from effectively serving Hispanic populations. In December 1987, the National Council of La Raza and the Centers for Disease Control organized a meeting of Hispanic community leaders concerning AIDS. In response to the recommendations of these leaders, the National Council of La Raza will (1) provide technical assistance to affiliates and other Hispanic groups to carry out AIDS-related programs; (2) assist community-based organizations to develop culturally sensitive and regionally focused educational materials; (3) develop an information center on AIDS for community-based organizations; and (4) carry out applied research and policy analysis on specific issues related to AIDS in the Hispanic community. (LP)

ED 372 880 RC 019 521

Duindam, Ton

learner in which prior knowledge and experiences are woven together with new material to build higher understanding. IC contrasts with the highly routinized and teacher-dominated "recitation script" of traditional Western schooling. IC varies in form in different cultures, as do other discourse forms. Analysis of research on the formal and informal learning of Native Americans (including Native Hawaiians) indicates that successful Native American ICs are influenced by at least four basic psychocultural factors: (1) sociolinguistics (teacher and student expectations about conversational "wait time," participation structure, tempo, loudness, and nonverbal behavior); (2) cognition (Native American emphasis on the visual/holistic approach); (3) student motivation (enhanced by the use of culturally relevant curriculum materials and by teacher respect for student autonomy); and (4) social organization (Native American emphasis on small peer-oriented work groups). The evidence suggests that the nature of classroom activity settings influences the participation and engagement of American Indian and Alaska Native students in these activities. "Ideal" Native American activity settings embed ICs in the social context of small student-directed units engaged in joint productive activity that contextualizes formal knowledge in the immediate experience and concerns of the learners. This report contains 74 references. (SV)

ED 372 897 RC 019 728

Howley, Craig
The Academic Effectiveness of Small-Scale Schooling (An Update). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Disadvantaged; Dropout Rate; Educational Attainment; Educational Change; Elementary Secondary Education; *High Schools; *School Size; *Small Schools; Student Participation
IDENTIFIERS- ERIC Digests; Sense of Community

Research generally points to a negative relationship between school or district size and student achievement. When all else is held equal (particularly community or individual socioeconomic status), comparisons of schools and districts based on differences in enrollment generally favor smaller units. A recent study found that small elementary schools benefitted disadvantaged students most (by weakening the negative influence of background characteristics). A study of higher-order thinking skills found no significant differences in the performance of students in small rural high schools and those in larger high schools in more urbanized areas. Small school size is also associated with lower high school dropout rates. In spite of the apparent benefits of small school size for adolescents, policymakers still employ a powerful rationale to justify the continued creation of larger high schools. The charge is made that small high schools cannot provide a curriculum with adequate breadth and depth to meet students' diverse needs. Yet evidence suggests that a total enrollment of 400 students is actually sufficient to allow a high school to provide an adequate curriculum. In addition, research on grade-span configuration shows that eighth-grade students achieve the Geometric Supposer, a series of computer software environments which can be a tool for exploring particulars and generalizations in geometry. The book contains the following chapters: (1) "A Personal View of the Supposer: Reflections on Particularities and Generalities in Educational Reform" (Judah L. Schwartz); (2) "The Geometric Supposer in the Classroom" (Beth Wilson); (3) "Overcoming Visual Obstacles with the Aid of the Supposer" (Michal Yerushalmy and Daniel Chazan); (4) "Generalization in Geometry" (Michal Yerushalmy); (5) "Discovery Courses Are Great in Theory, But..." (Christopher C. Heady); (6) "Instructional Implications of Students' Understandings of the Differences between Empirical Verification and Mathematical Proof" (Daniel Chazan); (7) "Posing Problems: One Aspect of Bringing Inquiry into Classrooms" (Michal Yerushalmy, Daniel Chazan, and Myles Gordon); (8) "Teachers' Thinking about Students' Thinking about Geometry: The Effects of New Teaching Tools" (Magdalene Lampert); (9) "How the Supposer Changed My Life: An Autobiography" (Richard Houde); (10) "From Recitation to Construction: Teachers Change with New Technologies" (Martha Stone Wiske and Richard Houde); (11) "Geometric Supposer Urban Network" (Grace Kelemanik and Mark Driscoll); and (12) "What Is the Supposer a Case Of?" (Myles Gordon). An appendix contains a guide to the Geometric Supposer. (MKR)

ED 372 916 SE 054 071

Owens, Vivian W.
Create a Math Environment. A Parent-Helper Book for Those Who Want Arithmetic Made Touchable. First Edition.
PUB DATE- 92
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Arithmetic; *Decimal Fractions; Elementary Education; *Family Environment; Family Influence; Fractions; *Geometry; *Mathematical Concepts; *Mathematics Education; *Parent Student Relationship; *Whole Numbers; Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Activities

This book describes how parents can develop a mathematical environment for children in the home. Four major areas are emphasized: whole numbers, fractions, decimals, and basic geometry. Section 1 "'Shoebox' Activities," provides activities to teach specific concepts within a manageable time period. Materials are listed and diagrams illustrate procedures. A discussion guide can assist in preparing dialogue leading to verbal and computational understanding. Section 2, "Quickies," is a fun section containing problems to challenge the child to think and look for reasons or patterns. Section 3, "Story Problems," contains word problems presented in the form of stories. Section 4, "Arithmebuildity," calls for applying skills and knowledge already gained and using higher order thinking skills and imagination. Section 5, "Reinforcers," looks for everyday chores or involvements that have benefits related to mathematics. The description of each activity is 1-3 pages in length, and contains a very brief discussion of the concept student, a list of materials needed, the procedure, observations to note and a brief discussion. Age appropriateness is also indicated. Appendices include a list of

Instruction; Middle Schools; *Problem Solving; *Teaching Methods

This paper discusses an experiment designed to determine the effects of a problem-solving approach to instruction (PSAI) on eighth grade Algebra I students. Comparisons were made of the scores from the 1991 and 1993 Subject Area Testing Program--Algebra I of skills taught via PSAI and skills taught traditionally. In 1991 (n=56) eighth grade Algebra I students were taught seven skills traditionally and four skills via PSAI. Additional students (n=18) were taught all skills traditionally. Mean scores on the four PSAI skills were significantly higher than the mean scores on the seven skills taught traditionally. In 1993, eighth grade students (n=51) were taught all skills via PSAI and (n=44) students were taught traditionally. Mean scores showed no significant difference between performance on the four skills and the seven skills for either the PSAI or control groups. However, mean scores on the seven skills taught traditionally in 1991 but via PSAI in 1993 increased significantly. It can be concluded that utilizing a problem-solving approach to teaching Algebra I students resulted in higher mean scores. The paper includes additional evidence that the problem-solving technique helps increase retention and provides better transferability for higher level mathematics classes. (Author/MKR)

ED 372 935 SE 054 275

Mathematics, Science, and Technology Education Programs that Work: A Collection of Exemplary Educational Programs and Practices in the National Diffusion Network.
PUB DATE- Jan 94
NOTE- 163p.; For related document, see SE 054 171.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; Inservice Education; Institutes (Training Programs); Mathematics Curriculum; *Mathematics Instruction; Science Education; *Science Instruction; *Science Programs; *Technology Education
IDENTIFIERS- *National Diffusion Network Programs

The United States Department of Education's National Diffusion Network (NDN) assists public and private educational institutions in sharing exemplary programs, products, and processes. The staff development and teaching strategies offered by NDN projects are intended to renew and enhance elementary and secondary teachers' knowledge and approaches to teaching. This guide is a collection of 64 exemplary NDN programs in mathematics, science, and technology. Entries contain a description of the program, including grade level, content area, dominant instructional emphasis, curriculum scope, teacher training time required to adopt the program, types of follow-up or professional development offered to schools adopting NDN programs, costs, and contact information. (MKR)

ED 372 936 SE 054 302

Measuring What Counts: A Policy Brief.
PUB DATE- 93
NOTE- 32p.; For complete report, see ED 367 536.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

IDENTIFIERS- *Hands on Science

The task of providing hands-on as well as minds-on activities for students in science is one of concern to many scientists and educators. In an effort to inspire student interest in science and technology, scientists from the Forecast Systems Laboratory, a laboratory within the National Oceanic and Atmospheric Administration's (NOAA) Environmental Research Laboratories, and classroom teachers from the Boulder Valley School District collaborated to produce a series of Student Activities in Meteorology (SAM). The following SAM activities are included: (1) "Tracking Severe Weather with Doppler Radar"; (2) "Wind Profiler: Doppler Radar in a Vertical Direction"; (3) "Looking at Severe Weather: Lightning and Tornadoes"; (4) "Wind Chill"; (5) "Greenhouse Effect: Too Much, Too Little, or Just Right?"; (6) Volcanoes: Ozone Depletion and Atmospheric Cooling"; (7) "Using Statistics to Analyze Climate Data"; (8) "Carbon Monoxide Pollution, Wind Speed, and Wind Direction"; (9) "Air Traffic, Weather, and Vectors"; and (10) "Sunspots: Space Weather Monitoring." Each activity contains: (1) statement of the problem; (2) materials needed; (3) background information; (4) description of the procedures; and (5) a list of questions. (A glossary of 85 terms is included along with an answer key.) (ZWH)

ED 372 956 SE 054 667

Rillero, Peter

Science Education Resources for Families. Science Education Resources. An Annotated Bibliography.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 94

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Annotated Bibliographies; Educational Change; *Educational Resources; Elementary Secondary Education; *Family Involvement; Home Study; Parents as Teachers; Parent Student Relationship; Science Activities; *Science Careers; *Science Education; *Science Fairs

Science is everywhere and should be learned inside as well as outside of the science classroom. This document provides a list of science resources to help parents bring the scientist out in their child. The article includes information on the following topics: (1) Sources of Science Activities; (2) Reading, Television, and Video Resources in Science; (3) Computer Resources; (4) Programs and Information on Parental Involvement; (5) Curricular Reform in Science Education; (6) Science Fair Resources; and (7) Careers in Science. (ZWH)

ED 372 957 SE 054 693

Bentley, Di; Watts, Mike

Primary Science and Technology.

PUB DATE- 93

NOTE- 221p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143),Books (010)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *International Cooperation; *International Educational Exchange; *Private Education; *Private Schools; Private Sector
IDENTIFIERS- Belgium; Denmark; *European Community; France; Germany; Greece; Ireland; Italy; Luxembourg; Netherlands; Portugal; Spain; United Kingdom

This document is an analysis of private education in the member states of the European Community, providing some insight into the exact situation of this sector of education in Europe. The strictly private sector (organized, financed, and controlled entirely by private individuals or bodies) as far as it still exists, is extremely limited. Parallel to it, there has developed another sector which, while it is non-state, really cannot be called private, in view of its links with the state in terms of both funding and control. It is primarily this latter sector of education that is examined particularly in relation to primary and secondary education in the member states of the European Community. The presentation by member states covers the following areas: (1) general legislative framework, considering factors likely to have had a major influence on the development of each sector of education; (2) types of schools; (3) conditions for setting up schools; (4) financing and subsidies from public funds and school fees; (5) conditions regarding curricula, timetables, and teaching methods; (6) status of qualifications awarded; (7) appointment, status, terms, and conditions of service of teachers; (8) inspection; (9) statistics; and (10) index of representative organizations. The member states discussed are Belgium, Denmark, Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, The Netherlands, Portugal, and the United Kingdom. (Author/DK)

ED 372 978 SO 023 849

The Humanities in the Schools. ACLS Occasion Paper, No. 20.
PUB DATE- 93
NOTE- 65p.; Papers presented at the Humanities in the Schools Conference (Los Angeles, CA, August 31-September 2, 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; Cultural Awareness; Cultural Interrelationships; Cultural Pluralism; Elementary Secondary Education; Higher Education; *Humanities; *Humanities Instruction; Intellectual Development; *Public Education; Social Integration; Womens Studies

Designed to serve as a record of the initial public activity of the American Council of Learned Societies (ACLS) Program in Humanities Curriculum Development, this collection of three articles offers different perspectives on the humanities in the schools. In the first article, "The Humanities and Public Education," Stanley N. Katz discusses the need to determine how the humanities can increase the range of knowledge necessary to the intellectual development and social acculturation of young people from elementary through university education and how some of the new humanities research and teaching techniques can be made to work for school teachers. In the second article, "Cultural Equity," Henry Louis Gates, Jr. conveys the message that an equilibrium needs to be established between an

(141)
DESCRIPTORS- Educational Attitudes; Educational Change; *Educational Development; Educational Environment; *Educational Legislation; Elementary Secondary Education; Foreign Countries; *Foundations of Education; Government School Relationship; Politics of Education; *Role of Education; School Choice; *School Organization
IDENTIFIERS- *Bulgaria

The tradition of academic excellence in the arts, culture, mathematics, and science in Bulgaria that was set aside under communism remains the goal of the Bulgarian government with legislation designed to replace the ideological doctrine subordinating education under a totalitarian regime and to restore Bulgaria's historical tradition. The new law on school education recognizes the right of every citizen or, if under age, the parents to free choice of school and the type of education preferred. The law also lays down that schools are state-maintained, municipal, or independent. Following a description of the present systems for elementary and secondary education, there is a discussion of the three-block organization of curriculum with general compulsory instruction, compulsory elective instruction, and optional instruction. Despite declarations in favor of choice and variety, few established independent schools exist in Bulgaria. The problems independent schools face in setting up schools stem from: (1) the contradiction between legal sanctions for independence and the centralization of power; (2) the far from prosperous economy and low living standards; and (3) the fact that the variety of educational goals and methods that stem from independence based on religious beliefs does not have a base in Bulgaria. Financial support and public awareness of the schools in Bulgaria needs to be heightened. (CK)

ED 372 997 SO 024 094

Holiday-Crews, Margaret
Maryland and Your World.
PUB DATE- 89
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Blacks; Elementary Education; *Elementary School Curriculum; Ethnic Groups; *Global Approach; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Instructional Materials; *International Trade; Learning Activities; Resource Materials; *Social Studies; State Curriculum Guides; *State History; Student Educational Objectives; Teaching Guides
IDENTIFIERS- Global Education; *Maryland

The Maryland State Department of Education (MSDE) launched the "Maryland and Your World" project in 1983. The purpose of this project is to assist local school systems in implementing guidelines established by MSDE's curricular framework for the social studies. Goal four of this framework focuses on the ideas, institutions, and processes that operate in a global setting. Traditionally, social studies programs include international education with the study of world history, world culture, and world geography courses. It is the intent of this project to demonstrate ways that states and local communities can be studied within an international context. The five learning units designed for grades 4-8 each include: (1) content description; (2) student behavioral objectives; (3) vocabulary list of important terms; (4) suggested activities

*Performance; *Racial Differences; Sex; *Sex Differences;
Student Attrition; Whites
IDENTIFIERS- *Military Academy (West Point) NY; Military Cadets

Concerned about how well the United States Military Academy treats women and minorities, this report addresses differences in performance and experience between gender and between whites and minorities for the classes 1988 through 1992, perceptions of the fairness of the treatment that female and minority cadets receive, and actions the Academy has taken to enhance the success of women and minorities. Indicators of performance and experience show that male and female cadets encounter some differences during their Academy years. For example, women consistently receive offers of admission at higher rates than men but also experience higher attrition than men. While minority admission rates are higher than whites, academic predictor scores and academic, physical education, and military grades are lower for minorities than for whites. A survey of cadets, staff, and faculty reveal perceptions that women and minorities generally receive treatment equal to that of men and whites. Addressing the issues that affect women and minorities, the United States Military Academy aims to establish through a number of steps an atmosphere where all cadets are encouraged and able to perform at their best. The recommendations include development of data systems for systematic analysis, routine monitoring of performance indicators of groups, and the establishment of a system to ensure that results are used and actions monitored. Three appendices contain a description of questionnaire methodology, an analysis of Academy data, and the major contributors to the report. (CK)

ED 373 016 SO 024 470

Parrish, Joan
The Beginning of Civilization in Sumer: The Advent of Written Communication. A Unit of Study for Grades 5-8.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Development; Grade 5; Grade 6; Grade 7; Grade 8; History Instruction; Intermediate Grades; Junior High Schools; Middle Eastern History; *Primary Sources; Social Studies; *Technological Advancement; *Verbal Communication; Writing (Composition); *Written Language
IDENTIFIERS- Mesopotamia; *Sumerians; *Writing Development

This document is a unit for introducing students to the achievements and historical significance of the Sumerian civilization, located in Mesopotamia, "the land between the rivers," in present day Iraq, and reaching back in time to approximately 3500 BC. Divided into 5 sections, the unit's first three sections concentrate on historical readiness activities and concepts, geographical historical awareness, and an overview of recognized "firsts" in Sumerian civilizations. The last 2 sections focus on the most significant achievement of the Sumerians, the development and use of a written language, and provide an in-depth exploration of this ancient writing system and the life of an average scribe. The unit aims to help students develop an awareness of and an appreciation for the uniquely human achievement of written communication, and provides students with a concept of historical firsts, teachers. This paper outlines three of these approaches: (1) two academic courses, an undergraduate elective entitled "Learning from Non-Western Cultures" and an undergraduate/graduate course called "Teaching Strategies for Cross Cultural and International Understanding," an orientation for overseas student teaching; (2) a non-credit seminar, "Toward a Peaceful World" provided by the Ohio Valley International Council, is designed to bring together American and international students to discuss sensitive political issues; and (3) "Teacher Education in Swaziland," a work/study program designed to take second and third year teacher education majors to Swaziland to join in teaching practice with their Swazi counterparts. Based upon these strategies, it is concluded that educating globally competent teachers ideally involves personal acquaintance and experience of a specific culture in a specific place, confrontation with diverse points of view, and acquisition of skills in the application of knowledge and in discerning linkages between places, peoples, and disciplines. It is also pointed out that global competence can be acquired without overseas experience if teachers seek out personal contacts with those from other cultures. (LL)

ED 373 033 SP 035 374

Thomas, Beverly; Kiley, Margaret A.
Concerns of Beginning Middle and Secondary School Teachers.
PUB DATE- 11 Feb 94
NOTE- 65p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Beginning Teacher Induction; *Beginning Teachers; Classroom Techniques; Demography; *Dropout Rate; Elementary School Teachers; Extracurricular Activities; High Schools; Intermediate Grades; Junior High Schools; *Nontenured Faculty; Secondary School Teachers; *Teacher Attitudes; Teacher Burnout; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *Teacher Concerns Questionnaire

Statistics indicate that 15 percent of beginning teachers leave the profession after the first year of teaching, and more than 50 percent leave within 6 years. This study was conducted to identify the problems and concerns faced by neophyte teachers at the middle and high school levels, and to distinguish between the concerns of first-year, second-year, and experienced but non-tenured teachers, new to the school district under study. The sample--middle and high school teachers in a growing school of Maryland (N=68) completed a questionnaire requesting demographic data, and rankings of both classroom and out-of-class concerns. According to the data analysis: (1) first-year teachers' concerns focused on the classroom, and tended to focus more on dealing with individual student differences, working with special needs students, and classroom management and discipline; (2) the majority of first-year teachers (63 percent) were under 25, while the other groups ranged in age from 26 to 45; and (3) older teachers reported greater concern over outside-the-classroom issues such as extracurricular assignments. Based on the responses, recommendations are offered which address: opportunities for inservice activities, peer mentoring, creation of professional development programs for all teachers, and the availability of the survey questionnaire, and graphic displays of responses to survey questions complete the document. (LL)

ED 373 053 SP 035 399

Vitali, Gary J.
Factors Influencing Teachers' Practices in an Assessment Driven Reform.
PUB DATE- Jul 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; *Educational Policy; *Educational Practices; Educational Principles; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; Objective Tests; *Performance Factors; Secondary School Teachers; Teacher Attitudes; Teacher Behavior; Teacher Characteristics; *Teaching Methods
IDENTIFIERS- *Kentucky Education Reform Act 1990; Performance Based Evaluation

This empirical study was conducted to explore both the influence of assessment on teachers' classroom practice during an assessment driven educational reform, and the principle underlying assessment driven instruction, i.e., "what you test is what you get." Factors targeted at the level of assessment were performance-based or objective paper-and-pencil methods. Factors targeted at the level of the teacher were demographic variables, teachers' opinions of assessment, the assessment method, teachers knowledge of assessment, and teacher efficacy. In the Fall of 1992, self-report data were collected from 117 regular classroom teachers. According to the data analysis, the research did not support the "what you test is what you get" assumption. Rather, it was determined that teachers' classroom practices were influenced by methods of assessment, teachers generally taught toward the method of state-wide assessment most congruent with their existing classroom practices, and the feasibility of assessment driving teachers' classroom practices varies as a function of several factors endogenous to the teacher as well as to the assessment. Implications for educational policy-makers who plan assessment-driven reforms and statistical tables complete the document. Contains 47 references. (LL)

ED 373 054 SP 035 401

Sclan, Eileen Mary
Performance Evaluation for Experienced Teachers: An Overview of State Policies. Trends and Issues Paper, No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 77p.; For a related document, see ED 341 689.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Elementary Secondary Education; *Evaluation Methods; Holistic Evaluation; *Performance Factors; *Policy Formation; *State Standards; State Surveys; *Teacher Evaluation; *Teaching Experience; Trend Analysis

and corresponding instruments. Criterion validity was supported by a high correlation of scores with past suicide attempts. Overall results reflect favorably on the voice theory and the hypothesis that assessing the level of destructive voices contributes to an understanding of suicide potential. (Contains 38 references and 2 figures.) (Author/SLD)

ED 373 074   TM 021 811

Wheeler, Patricia M.
Relative Costs of Various Types of Assessments.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Comparative Analysis; *Constructed Response; *Cost Effectiveness; Cost Estimates; Costs; *Educational Assessment; Estimation (Mathematics); Evaluation Methods; *Multiple Choice Tests; Resource Allocation; Scoring; Selection; *Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation

Issues of the relative costs of multiple choice tests and alternative types of assessment are explored. Before alternative assessments in large-scale or small-scale programs are used, attention must be given to cost considerations and the resources required to develop and implement the assessment. Major categories of cost to be considered are development and selection costs, administration, and scoring and reporting costs. The relative direct-money costs of multiple-choice, constructed- response, and extended-performance assessments are compared within these three categories. Some examples are given of estimated and actual costs for several major testing programs. It is evident that test users must carefully determine all costs associated with the use of an assessment (direct, indirect, and opportunity) as well as tradeoffs for students and customers. Costs down the road as well as costs of the first year must be considered. The move toward alternative assessment should be done cautiously with careful consideration to short-term and long-term money costs, as well as other costs and benefits associated with this assessment approach. (Contains 20 references.) (SLD)

ED 373 075   TM 021 812

Wood, Peter H.; Bennett, Thomas L.
Increasing Scores on Minimum Competency Tests: Opinions about Effectiveness, Appropriateness and Use. Draft.
PUB DATE- Apr 94
NOTE- 63p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Gains; College Faculty; College Students; Education Majors; *Ethics; High Schools; High School Students; *Minimum Competency Testing; Questionnaires; *Scores; *Test Coaching; Test Wiseness

Questions about the effectiveness of efforts to increase scores on minimum-competency tests and the appropriateness of their

ED 373 095 TM 021 985

Coley, Richard J.
What Americans Study Revisited. Policy Information Report.
PUB DATE- 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; College Bound Students; *Core Curriculum; *Course Selection (Students); Educational Improvement; *Educational Trends; Equal Education; Ethnic Groups; High Schools; High School Students; Mathematics Instruction; Minority Groups; Private Schools; Public Schools; Racial Differences; *Student Educational Objectives; Vocational Education

This report looks back over a decade and tracks changes in high school course-taking. It partially updates a 1989 report titled "What Americans Study" and includes some information on instructional emphasis in mathematics and on additional topics related to course taking. These topics include differences among gender, racial, and ethnic groups, and among vocational and academic programs and public and private schools. Most of the data come from studies supported by the National Center for Education Statistics, and some are from the National Assessment of Educational Progress. Over the decade there were steady improvements in the proportion of students taking a defined minimum academic program and a core curriculum. Students took more advanced subjects and more advanced courses. Much room remains for improvement. Less than half of the 1990 graduates took the defined minimum academic program, and less than one in five completed the core curriculum. Many students, especially those from minority groups, took remedial mathematics, and there were racial and ethnic differences in exposure to parts of the curriculum. Males were more likely to take calculus and advanced science courses than were females. Twenty-six figures and 21 tables in an appendix present information about these trends. (SLD)

ED 373 096 TM 021 987

Kunce, Charles S.; Arbet, Scott E.
Issues of Candidate Perception in a Performance Test for Lawyers.
PUB DATE- Apr 94
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Demography; *Languages; *Lawyers; *Licensing Examinations (Professions); Pilot Projects; Questionnaires; *Test Construction; Test Format; Test Length; Test Validity
IDENTIFIERS- *Bar Examinations; National Conference of Bar Examiners; *Performance Based Evaluation

The National Conference of Bar Examiners commissioned American College Testing, Inc., to help them in the development and evaluation of a performance test for use in bar admissions decisions. Because it was recognized that candidate perceptions would provide valuable information, a candidate-perception questionnaire was developed to be administered to candidates in the pilot study of the performance test. Demographic and meant to render an account of specific events in the present or immediate past, whether from qualitative or quantitative data. They cannot be aggregated as statistical studies can. Generalizing entails applying conclusions from one set of circumstances to another set of circumstances. It differs from synthesis, which is the process of forming something complex from simpler elements. The process of synthesizing across case studies presented comprises a number of phases which are as follows: (1) beginning, (2) bounding the scope of the synthesis, (3) inventorying the cases, (4) reading the studies, (5) developing an interpretation of each case, (6) juxtaposing the cases, (7) synthesizing the cases, and (8) writing the synthesis. Technical, political, cultural, and moral dimensions must be regarded in the synthesis process. Two case studies of teachers illustrate the application of the process. (Contains 41 references.) (SLD)

ED 373 116 TM 022 045

Jabine, Thomas B.
Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS).
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; *Data Collection; Data Processing; Elementary Secondary Education; *Error of Measurement; Estimation (Mathematics); Evaluation Methods; *National Surveys; *Profiles; Research Design; *Research Methodology; Sampling
IDENTIFIERS- *Schools and Staffing Survey (NCES); Teacher Followup Survey (NCES)

This profile presents and summarizes available information about the quality of data from the five surveys that comprise the SASS, along with background material on the survey design and procedures for the following: (1) School Survey; (2) School Administrator Survey; (3) Teacher Demand and Shortage Survey; (4) Teacher Survey; and (5) Teacher Followup Survey. After an introduction, the report contains a section for each of the surveys covering frame development and sample selection, data collection and associated errors, and data processing and estimation. Each chapter also includes a section on evaluation of estimates. A final chapter discusses principal sources of error in the SASS surveys. Three exhibits and 37 tables illustrate the discussion and describe survey responses. (SLD)

ED 373 117 TM 022 046

Pechman, Ellen M.; And Others
Education Data Confidentiality: Two Studies. Issues in Education Data Confidentiality and Access and Compilation of Statutes, Laws, and Regulations Related to the Confidentiality of Education Data.
PUB DATE- Jul 94
NOTE- 86p.; Prepared for the Steering Committee and the Technology, Dissemination, and Communications Committee of the National Forum on Education Statistics.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

longitudinal, panel study design using data collected as part of a pilot study for a national, longitudinal investigation of factors influencing learning, cognitive development, and orientations toward learning in college. The survey randomly selected 600 students from a population of about 4,500 freshmen students at a large, urban, commuter, research university in Fall 1991. Of these, 327 (54.5%) participated and 210 (64.2%) of these also participated in the follow-up component in Spring 1992. The initial survey used the Collegiate Assessment of Academic Proficiency and also gathered demographic, family, and educational background information. The follow-up instruments included the College Student Experiences Questionnaire. Results indicated that college experiences gave a 6 to 17 percent increase in critical thinking skills, that both class-related and out-of-class experiences made positive, significant contributions to critical thinking scores, and that the number of hours students spent studying and the number of non-assigned books read were positively related to gains in critical thinking. (Contains 46 references.) (JB)

ED 372 667 HE 027 551

Lunde, Joyce Povlacs; Barrett, Leverne A.
Impact of An Intervention To Improve the Rewards for Teaching at a Research-Oriented University.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 5 Apr 94
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; Faculty College Relationship; Faculty Development; *Faculty Evaluation; Faculty Promotion; Faculty Publishing; Higher Education; Incentives; Interviews; Merit Rating; Motivation; *Professional Recognition; *Program Effectiveness; Research Universities; Surveys; *Teacher Attitudes; Tenure
IDENTIFIERS- *University of Nebraska Lincoln

A study was done to discover whether a program to change the reward structure for teaching at the University of Nebraska-Lincoln, a research-oriented university, had had an impact on faculty members' perceptions of the importance of teaching. Questionnaires were administered to 220 faculty in 12 departments in a pre-test and to 166 faculty in 10 departments in a post-test. Interviews were conducted with 24 faculty drawn from 12 departments in the first 2 years of the project, with an additional 18 in departments participating in Year 3 of the project. Results indicated that faculty in some departments are now more likely to perceive that somewhat less weight is given to research and publication and more to teaching in the university's tenure system. Members of some departments were more likely to agree that a climate favorable to teaching now exists in their college; that their department head spends more time talking about teaching in annual reviews; and that the evaluation system and the measure of effective teaching are adequate and valid. In addition, faculty in both colleges were more likely to agree that teaching is rewarded in the tenure system. The document includes 15 tables and appendixes containing a list of departments in the study, the interview format and the project questionnaire. (Contains 30 references.)

Diamond, Robert M.
Serving on Promotion and Tenure Committees: A Faculty Guide.
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *College Faculty; College Instruction; *Committees; Definitions; *Faculty Evaluation; *Faculty Promotion; Higher Education; Peer Evaluation; Research Skills; *Scholarship; School Policy; *Tenure
IDENTIFIERS- *Promotion and Tenure Committees

This booklet is designed to assist faculty members in serving on promotion and tenure committees. Part 1 focuses on the general process and the role of the Promotion and Tenure Committee. It provides basic principles for Committee members to consider, raises significant issues, and introduces a comprehensive approach to documenting and assessing faculty work. Part 2 includes excerpts from discipline-specific definitions of scholarship produced by the American Historical Association, the American Assembly of Collegiate Schools of Business, the National Office of Arts Accreditation in Higher Education, the American Chemical Society, the Joint Policy Board for Mathematics, and the American Academy of Religion. It also includes a list of references on teaching evaluation, an excerpt from an instrument used to evaluate advising, examples that outline how different types of faculty work might be documented and assessed, and a sample Tenure and Promotion Committee checklist. (Contains 16 references.) (MDM)

ED 372 688 HE 027 573

Harvey, Lee
Employer Satisfaction: Quality in Higher Education Project.
PUB DATE- 14 Dec 93
NOTE- 10p.; Interim Report presented at the Society for Research in Higher Education Conference (Brighton, England, United Kingdom, December 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *College Graduates; Employee Attitudes; *Employer Attitudes; *Employers; Foreign Countries; Higher Education; *Job Performance; *Job Skills; Occupational Surveys; Work Attitudes
IDENTIFIERS- *Employer Surveys; England

This report presents selected interim results from a study designed to assess the quality of higher education through a survey of employer satisfaction with the knowledge, skills, and attitudes of the university graduates they employ. A 62-item survey questionnaire was developed and sent to employers in the West Midlands region of England. The survey found that the main areas of satisfaction with graduates were their willingness to learn, their co-operation, motivation, commitment, drive and energy, desire to achieve, and dependability. Employers were dissatisfied, however, with graduates' prior knowledge of the job, relevant work experience, knowledge of the organization, commercial awareness, experience of the world of work, and financial knowledge. Overall, it would seem that line managers

(Anonymous); "Malawi" (Richard Carver); "Palestine (the Occupied Territories)" (Penny Johnson and Mark Taylor); "Paraguay" (Jorge Lara Castro); "Sri Lanka" (Hema Goonatilake); "Sudan" (Leah Leatherbee and Hibaaq Osman); and "Swaziland" (John Daniel. Each of these country-specific chapters examines human rights, social and economic conditions, the right to education, university autonomy, and violations of academic freedom. Two annexes include copies of the "Lima Declaration on Academic Freedom and Institutions of Higher Education" and the "Poznan Declaration on Academic Freedom." Most chapters contain references. (MDM)

ED 372 706 HE 027 591

Cantrell, Will; Modderno, Francine
International Internships and Volunteer Programs. International Options for Students and Professionals.
PUB DATE- 92
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Graduates; College Students; *Educational Opportunities; Higher Education; International Organizations; *International Programs; *Internship Programs; Nonprofit Organizations; *Program Descriptions; Public Agencies; Student Volunteers; Universities; *Volunteers

This book provides program descriptions and application procedures for 153 international internships and volunteer programs. Section 1 lists opportunities with 13 national and international government organizations and institutions, such as the Peace Corps and the World Bank. Section 2 lists 28 internships tied directly to a college credit-granting program, with accompanying study involved. Section 3 lists 64 internship opportunities with international or internationally-focused organizations that are not tied to an academic program, such as the American Friends Service Committee, Amnesty International, CARE, and TransAfrica. Section 4 lists 42 volunteer opportunities with private, non-profit organizations, such as Habitat for Humanity and Jesuit International Volunteers. Section 5 lists 6 miscellaneous opportunities that are not strictly internship or volunteer positions, but that may be of interest to those seeking international experience. Usually provided for each listing are a brief description of the program, a summary of requirements and application procedures, and an address and phone number. (MDM)

ED 372 707 HE 027 592

Bowie, Norman E.
University-Business Partnerships: An Assessment. Issues in Academic Ethics.
PUB DATE- 94
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Case Studies; Conflict of Interest; Cost Effectiveness; Criticism; *Evaluation; Foreign Countries; Higher Education; *Partnerships in Education; Private Financial Support; *School Business Relationship; *Universities
IDENTIFIERS- Government Univ Industry Research Roundtable; United

learning achievement. The learning achievement of students who received computer exposure (interactive video) and students without computer exposure (sequential) were then compared. The results indicated a high level of interest in computer assisted instruction and in computer related occupations; students with prior experience with computers scored significantly higher than those who had never learned computer awareness; and students' computer awareness came primarily from television. The results of the data analyses are presented in both narrative and tabular formats. (Contains 32 references.) (DB)

ED 372 726 IR 016 619

Honey, Margaret; McMillan, Katherine
Case Studies of K-12 Educators Use of the Internet: Exploring the Relationship between Metaphor and Practice.
PUB DATE- 24 Nov 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Case Studies; *Computer Networks; Educational Practices; Educational Technology; Elementary Secondary Education; *Information Networks; Interviews; Librarians; Media Specialists; *Metaphors; Teacher Role; *Teachers; Teaching Methods; *Technological Advancement; Telecommunications; Theory Practice Relationship; Use Studies
IDENTIFIERS- *Internet; Teacher Surveys

The kinds of representations and associations that elementary and secondary educators are building of the Internet and the ways in which these representations vary depending on their use were studied. Subjects were teachers from the Center for Technology in Education (New York) national telecommunications survey who had responded that they used the Internet for more than just electronic mail. Participants were sent an open-ended questionnaire that covered Internet use, involvement, learning, use in schools, future, and background. Responses were received from nine women and nine men who had spent an average of 19 years working as educators. Half were classroom teachers, two were librarians, and the others were technology specialists at classroom or administrative levels. All but two of the interviews were conducted over the Internet. Responses indicate that obstacles to Internet use for elementary and secondary education are substantial. These users were extremely technologically sophisticated and were drawing on skills they had developed outside their professional roles as teachers. They also were in schools with the necessary technology--conditions not available for the majority of teachers. Suggestions are given for making the Internet more accessible and more friendly for the educator user, as well as for expanding the available technology. (Contains 26 references.) (SLD)

ED 372 727 IR 016 635

Liu, Min; Reed, W. Michael
The Relationship between the Learning Strategies and Learning Styles in a Hypermedia Environment.
PUB DATE- Feb 94
NOTE- 16p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology and the Association for the Development of Computer-Based Instructional Systems (Nashville, TN, February 16-20, 1994).
LANGUAGE- English

combined with a telephone line for instructional delivery is described. A number of issues must be addressed in the design of such distance education. The spectrum of use and the question of learner "seat time" must be addressed. Instructor "high touch" attention to students and the compatibility of hardware and software are other questions that must be answered. At Nova University (Florida), students from 26 different states are conducting online work in conjunction with regional seminars. It is evident that a trend has begun, at both the elementary and secondary levels as well as in higher education, toward the electronic classroom. (SLD)

ED 372 747 IR 016 700

McEneaney, John E.
Principles for Instructional Stack Development in HyperCard.
PUB DATE- 12 May 94
NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (39th, Toronto, Ontario, Canada, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; Computer Software; Downloading; Educational Media; Educational Technology; *Hypermedia; Instructional Materials; *User Needs (Information)
IDENTIFIERS- Hypercard; Indiana University South Bend

The purpose of this paper is to provide information about obtaining and using HyperCard stacks that introduce users to principles of stack development. The HyperCard stacks described are available for downloading free of charge from a server at Indiana University South Bend. Specific directions are given for stack use, with advice for beginners. A list of questions acts as a study guide for HyperCard, and directions are given for downloading. (Author/SLD)

ED 372 748 IR 016 706

Standards for Data Exchange and Case Management Information Systems in Support of Comprehensive Integrated School-Linked Services. Version 2.0.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; California State Dept. of Health, Sacramento.
PUB DATE- 28 Mar 94
NOTE- 209p.; The California Interagency Data Collaboration participated in the preparation of this report. Funding also provided by the Foundation Consortium for School-Linked Services.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Records; Computer Software; *Confidentiality; Databases; Data Collection; Delivery Systems; Elementary Secondary Education; Federal Legislation; Guides; *Information Systems; *Information Utilization; *Standards; State Programs; Vendors

ED 372 769 IR 055 132

Watson, Ellen I.
Guidelines for Promotion and Tenure for Library Faculty.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; Academic Rank (Professional); *College Faculty; Creativity; Criteria; Employment Qualifications; *Faculty Promotion; Higher Education; *Librarians; Personnel Policy; Standards; Teacher Evaluation; Teaching (Occupation); *Tenure; Tenured Faculty
IDENTIFIERS- Bradley University IL; *Faculty Status

This document sets forth the minimum criteria and procedures required for tenure and promotion of academic librarians at Bradley University (Illinois). It is closely related to the university's faculty handbook. All members of the library faculty are expected to contribute to the total spectra of teaching-librarianship, research-creativity, and service, as outlined in the faculty handbook. A candidate for tenure must have realized substantial achievement in librarianship and some achievement in the areas of scholarship and service. Procedures are also defined for faculty evaluation and promotion, with specific guidelines for professorial ranks. The packet to be submitted for tenure or promotion is outlined, and appeal procedures are described. (SLD)

ED 372 770 IR 055 134

Beron, Barbara
An Evaluation of Children's Television.
PUB DATE- Dec 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Patterns; Cartoons; *Child Development; Childhood Attitudes; *Childrens Television; Parent Attitudes; *Parent Responsibility; Preschool Children; Preschool Education; *Programming (Broadcast); Rating Scales; Role Models; Surveys; Television Research; *Television Viewing; Values; Videotape Recordings

The impact of television on the development of preschool children is considered, and some popular programs are reviewed. After a review of the literature on the effects of television, a rating scale was prepared and applied to a number of broadcast (noncable) television shows aimed at children. Ratings were compared with those of 60 parents of preschoolers about the positive and negative aspects of some frequently watched programs. In addition, the author watched some programs in company with preschool children. The review of individual programs, including cartoons, suggests that television is not promoting family values and is not necessarily modeling prosocial behavior for young children. The time children spend watching television could be better spent on other stimulating and developmentally appropriate activities. Parents can select programs carefully and use video equipment to record and show programs with positive values. Monitoring children's television viewing takes extra time and effort but is very important. Parents must take the influence of television on their children seriously. Appendixes contain the rating scale, the program

Minority Groups; Student Financial Aid; Teacher Salaries; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Westchester Community College NY

Tables and graphs drawn from research reports prepared in 1993 by the Office of Institutional Research and Planning at Westchester Community College (WCC) in New York are presented. The sections of the report provide tables, charts, and graphs showing recent facts and statistics that affect: (1) administrative personnel, including a list of administrators; (2) student attrition, including figures on students who returned to WCC the following semester and a progress report on students entering in fall 1989; (3) WCC's budget, including 1993-94 operating expenses, 1993-94 operating budget requests, 20-year budget comparisons, 6-year budget comparisons, and the 1993-94 budget requests; (4) class size, including information on total course cancellations, sections offered, average class size, and branch campus enrollment; (5) student enrollment in selected curricula, enrollment and faculty by division, full- and part-time minority enrollment, and enrollment by curriculum; (6) enrollments, including figures on foreign students, student progression reports, enrollment in marketing division by ethnic groups and towns, unduplicated headcount, enrollment by municipality by age group; and a 1993 student profiles; (7) evening enrollments; (8) full-time equivalencies; (9) faculty, including faculty/student ratios and information on 1993 full-time faculty, faculty salaries, full-time professors' portion of total salary budgets, and adjunct faculty by department; (10) financial aid awards; (11) WCC graduates, including information on degrees and certificates awarded and 1985-1991 trends; (12) handicapped students; (13) ethnic diversity in students and faculty; (14) enrollments by residence and municipality; (15) remedial students; (16) retention of students entering in fall 1989 and fall 1990; (17) WCC transfer students, including curriculum and biographic summaries; and (18) comparison of WCC with other State University of New York community college campuses. (KP)

ED 372 789 JC 940 406

Jelfo, Donald T.
Faculty Scholarship Report: An Analysis of Student Performance in the Eastern Campus Developmental English Program.
PUB DATE- 6 Sep 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; *College English; Community Colleges; Comparative Analysis; *Developmental Studies Programs; *Grade Point Average; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Cuyahoga Community College OH

In fall 1992, a study was conducted at the Eastern Campus of Cuyahoga Community College, in Ohio, to gather data on student performance in the developmental English program and propose appropriate rates of academic progress for different groupings of students. Academic records were analyzed for all 877 students enrolled in developmental English courses (i.e., English 097, 098, 099) and English 101 during fall 1988, recording each student's sex, race, age, English course enrolled in fall 1988, entry English course placement, time of class offering, highest level English course successfully completed by spring 1991, English course grades, overall grade

PUB DATE- Jan 94
NOTE- 115p.; For the Commission on Innovation's report, see ED 362 247.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Planning; Community Colleges; *Cost Estimates; Educational Finance; *Educational Technology; Faculty Development; *Financial Support; Instructional Development; Instructional Student Costs; Management Development; *Program Implementation; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In 1993, the California Community Colleges' Commission on Innovation published recommendations for the colleges to accommodate more students, respond to growing student diversity, and provide students with more advanced education and skills for the future. Included in the report are estimates of cost and savings for implementation. Focusing on these figures, this document provides the detailed technical and cost assumptions that provided the bases for the Commission's estimates. Section I explains the assumptions and costs associated with the following investment initiatives recommended by the Commission: (1) instructional and student services innovation grants; (2) faculty development programs; (3) faculty development centers; (4) assessment system pilots; (5) data capabilities enhancement; (6) grants for demonstrating more efficient management practices; (7) high performance reward program; (8) funding an Institute for Technology and Distance Education; (9) multimedia grants; (10) High Technology Centers demonstration grants; (11) strengthening the Chancellor's Office capabilities; and (12) instructional innovation planning grants. This section also describes the terms of recommended technology bonds. Section II focuses on the Commission's technology recommendations, including distance education, new learning technologies, and the formation of high technology centers. Section III discusses the models that generated the Commission's estimates of facilities-related savings resulting from distance education, afternoon scheduling, and year-round operations. Finally, section IV focuses on estimates of savings resulting from more efficient management practices adopted from the "quality movement." Data tables are included throughout. Contains 410 references. (KP)

ED 372 807 JC 940 448

Discussion of Policies for Achieving Continuous Improvement in Community Colleges. Commission on Innovation Policy Discussion Paper Number 1.
PUB DATE- Jun 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; College Planning; Community Colleges; Educational Assessment; Educational Improvement; Educational Quality; *Improvement Programs; *Organizational Development; Policy Analysis; *Program Implementation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *Continuous Quality Improvement

Intended to provide background information and preliminary options for the California Community Colleges' Commission on

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Responsibility; Coping; *Daily Living Skills; Decision Making Skills; Elementary Education; Employed Parents; First Aid; Home Economics Skills; *Independent Living; *Latchkey Children; Maturity (Individuals); *Personal Autonomy; *Self Management
IDENTIFIERS- Child Safety; *Self Care; *Self Sufficiency

Many kids with working parents must take care of themselves before and after school. This activity text offers such children practical instruction and reassuring guidance that can help them be prepared, safe, and confident when they stay alone. The text includes a pullout section for parents that helps them determine if their child is mature enough to stay alone and suggests how to prepare for it. A pullout section for teachers suggests several classroom activities that can help students who look after themselves and includes a quiz answer key and vocabulary list. Eleven chapters cover a variety of topics vital to home alone success. Each chapter includes a topic discussion followed by "What's Your Plan?" or "What Do You Think?" activities for the student. The 11 chapter topics are: (1) getting ready for the day; (2) traveling to and from school; (3) managing the house key; (4) enjoying after school snacks; (5) finding things to do when home alone; (6) getting along with friends and siblings; (7) using the telephone; (8) coping with being scared; (9) handling home emergencies; (10) knowing what to do in case of fire; and (11) using home appliances. A supplement on first-aid shows students how to prepare a first-aid kit, get help in an emergency, handle minor injuries and illnesses, and administer first aid for serious emergencies. (TJQ)

ED 372 825 PS 022 257

Hopson, Darlene Powell; Hopson, Derek S.
Raising the Rainbow Generation: Teaching Your Children To Be Successful in a Multicultural Society.
PUB DATE- 93
NOTE- 199p.; With Thomas Clavin.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Attitude Change; *Cultural Activities; *Cultural Awareness; Cultural Differences; Cultural Interrelationships; Early Childhood Education; Elementary Education; Ethnic Bias; *Multicultural Education; Racial Bias
IDENTIFIERS- Folktales

Noting that the United States is fast becoming the most culturally, racially, and ethnically diverse nation in the world, this book is designed to help parents, teachers, and other child caregivers teach children and teens respect and appreciation for all cultural, ethnic, and racial groups. Using age-appropriate examples, the book shows how to combat bias and negative attitudes from friends, relatives, and the media. It also provides problem solving techniques for specific situations; a resource guide to multicultural books, audiotapes, videos, dolls, and games; 11 stories from different cultures to share with children; and creative activities that celebrate a variety of cultures. Part 1 discusses the role of parents and family in the development of children's attitudes

ED 372 843 PS 022 577

Elovson, Allana Cummings
The Kindergarten Survival Handbook: The Before School Checklist & a Guide for Parents. (El Manual de Como Sobrevivir El Jardin de Ninos: La Lista Pre-escolar y Una Guia Para Los Padres).
PUB DATE- 93
NOTE- 197p.; Illustrated by Andrea Elovson.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Check Lists; Early Childhood Education; *Kindergarten; Learning Activities; Learning Readiness; Parent Materials; *Parent Role; *Parents as Teachers; *Preschool Children; Prior Learning; *School Readiness

Written to help parents understand what their children need to know before they start kindergarten, this volume, bound separately in English and Spanish, is intended to help parents become their children's best, as well as their first and most important, teachers. The first part of the book, the before school checklist, is divided into eight sections, each about different skills children need to know. The eight sections are: (1) things they need to know (the basics); (2) understanding and being understood; (3) self-help and social skills; (4) large movement skills; (5) small movement skills; (6) using all their senses; (7) recognizing pictures; and (8) words and letters. The second part of the book, a guide for parents, shows parents how to help their children learn the things they need to know. This part is also divided into eight sections that show simple things parents can do at home, or anywhere, without special equipment or materials, on a daily basis. Following an introduction that offers parents general guidelines for helping their children, the guide covers the skills listed in the before school checklist in eight sections. A final section discusses why the parent is always the most important person in a child's education. (TJQ)

ED 372 844 PS 022 578

Myers, Robert G.
Toward a Fair Start for Children: Programming for Early Childhood Care and Development in the Developing World. The Young Child and the Family Environment Project, 1990-95.
PUB DATE- Aug 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Child Development; *Child Health; *Child Welfare; *Day Care; *Developing Nations; Early Childhood Education; Foreign Countries; Nutrition; Program Descriptions; Program Development
IDENTIFIERS- *Child Survival

Prepared as a contribution to the World Summit for Children organized by the United Nations in New York in September 1990, this report highlights and promotes commitment at the highest

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *At Risk Persons; *Child Health;
Childhood Needs; *Children; Child Welfare; Day Care;
Educational Background; Employment; Family Environment; Health
Needs; Housing; Nutrition; Poverty; Racial Bias
IDENTIFIERS- *Basic Human Needs; Illinois (Madison County);
Illinois (Saint Clair County); *Maternal Health; Missouri
(Saint Louis); Missouri (Saint Louis County); Project Respond MO

This report presents a picture of the welfare of children in the St. Louis metropolitan area. Developed by Project Respond, a group addressing the needs of at-risk children in the community, it is an attempt to measure the treatment of children by families, private institutions, government, and other facets of society. The introduction describes the purpose, objectives and methods used for this report. The second section of the report presents the findings in eight categories identified as major factors contributing to childhood risk. The eight categories are: (1) parenting and family environment; (2) basic material needs; (3) maternal and child health; (4) child care and developmental enrichment; (5) education and basic schooling; (6) community and neighborhood environment; (7) poverty and employment; and (8) racism and racial isolation. Each risk factor is briefly discussed, with statistical information presented in tabular form by zip code, and graphically with a map. The final section of the report offers a summary of research findings and recommendations, a community call to action, and Project Respond's proposed agenda. Data sources for the report are listed. (TJQ)

ED 372 862 PS 022 650

McEvoy, Maureen
Let the Healing Begin: Breaking the Cycle of Child Sexual Abuse in Our Communities.
PUB DATE- 90
NOTE- 98p.; Illustrated by Don McNair.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; American Indians; *Child Abuse; *Child
Advocacy; Children; Community Involvement; Foreign Countries;
Incest; *Prevention; Self Determination; *Sexual Abuse
IDENTIFIERS- *British Columbia; *Child Protection

This book is an introduction to the problem of child sexual abuse. Written in simple and direct language, with illustrations to reinforce key points, the book offers the perspective of small communities and contains a section on how communities can organize to do something about the problem of sexual abuse. Intended for parents, teachers, family members, community workers, or anyone wanting to make a change, the book can be used alone or with groups, or in classrooms and workshops. It focuses on British Columbia, but the child welfare and legal systems discussed are similar throughout Canada. Chapter 1 explains the problem of child sexual abuse and how victims try to cope with it. Chapter 2 covers the child protection system and the legal system. It also discusses issues of native self-determination. Chapter 3 describes the

Experiential Education, Outdoor Adventure As a Modality in Youth Care and Residential Treatment. A Survey of Programs, Principles, Research and Practice on the European Continent, Especially the Netherlands.
PUB DATE- Oct 93
NOTE- 26p.; Paper presented at the Annual International Conference of the Association for Experiential Education (21st, September 30-October 3, 1993, Jeffersonville, VT). For a related document, see RC 019 522.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; Behavior Disorders; Delinquency; Elementary Secondary Education; Experiential Learning; Foreign Countries; Group Dynamics; *Group Therapy; *High Risk Students; Outdoor Activities; *Residential Programs
IDENTIFIERS- Europe (West); *Netherlands; Outward Bound

Orthopedagogisch Centrum Michiel is a multifunctional institution in the eastern Netherlands for youth with emotional problems. The staff of the institution's residential treatment center has gradually become involved with outdoor experiential education through training programs, conferences, special projects, and supervised programs. Activities in experiential outdoor programs are incorporated in the treatment of various special populations such as adolescents with behavior disorders, drug addictions, and criminal records. The staff aims for youth self-discovery and personal growth through activities such as trekking, rock climbing and rapelling, caving, and white-water canoeing, followed by journal writing or group reflection. Some problems have been encountered with regard to effectively structuring group processes. Outward Bound was the first institution running experiential outdoor programs in the Netherlands, beginning in 1961. De Dreef, a center for the intensive treatment of adjudicated youth, uses outdoor activities to support its program. Other residential programs in the Netherlands use extensive trekking, sailing, or farming. Project philosophies and results are poorly documented in the Netherlands, but the few studies or reports that exist generally find positive results for these programs. Programs in Germany, Switzerland, and Austria are comparable to those in the Netherlands. (KS)

ED 372 881 RC 019 522

Duindam, Ton
Experiential Education, Outdoor Adventure As a Modality in Residential Treatment. A Survey of Programs, Principles, Research and Practice.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Conference of the European Scientific Association on Residential and Foster Care for Children and Adolescents (2nd, November 7-9, 1991, Leeuwenhorst, Noordwijkerhout, Netherlands). For a related document, see RC 019 521.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Adventure Education; Behavior Disorders; Delinquency; Elementary Secondary Education; Experiential Learning; Foreign Countries; Group Dynamics; *High

best in an elementary K-8 setting. If restructuring truly is an aim of school reform, then the scale of schooling is a major structural issue. Making the institution of schooling more responsive to students may require a shift in metaphor from school as organization, where bureaucratic thinking inhibits true learning, to school as community, where learning is "nurtured" or "cultivated." (KS)

ED 372 898 RC 019 729

Butterfield, Robin A.

Blueprints for Indian Education: Improving Mainstream Schooling. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 94

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Cognitive Style; Cross Cultural Training; Cultural Differences; Educational Change; Elementary Secondary Education; Higher Education; *Multicultural Education; *Parent Participation; Public Schools; *Student Evaluation; Teacher Attitudes; *Teacher Education

IDENTIFIERS- Culturally Relevant Curriculum; ERIC Digests; *Indian Nations At Risk Task Force; White House Conference on Indian Education

The Indian Nations At Risk Task Force and the White House Conference on Indian Education suggested systemic reforms that would improve the education of Native students who attend public schools. These reforms focus on fostering intercultural harmony in schools, improving teacher preparation, developing instructional curricula and strategies that support diverse cultural needs and learning styles, including American Indian and Alaska Native (AI/AN) parents in the education process, and adopting a new paradigm for evaluation of AI/AN student progress and success. Proven practices that establish intercultural harmony in schools include developing positive self-regard in students; increasing intergroup contact under specified conditions; introducing in-depth multicultural activities at an early age; and engaging in activities that replace inaccurate information, negative attitudes, and discriminatory behavior. Non-Native educators need in-depth, sustained multicultural training to prepare for teaching culturally diverse student populations. A culturally relevant curriculum takes into account the interests and needs of AI/AN students and their learning strengths for visual, perceptual, and spatial information. Schools must make special efforts to include AI/AN parents, as this often improves student attitudes as well as achievement and behavior. Finally, more authentic indicators of learning, such as criterion-referenced tests or portfolios of student progress, are needed to measure AI/AN educational progress. (KS)

ED 372 899 RC 019 730

Demmert, William

Blueprints for Indian Education: Languages and Cultures. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

necessary materials, math related toys and games, and math related books for children. Also included are answer guides and a glossary. (MKR)

ED 372 917 SE 054 137

Becker, Joanne Rossi, Ed.; Pence, Barbara J., Ed.
International Group for the Psychology of Mathematics Education, North American Chapter. Proceedings of the Annual Meeting (15th, Pacific Grove, California, October 17-20, 1993). Volumes 1 and 2.
PUB DATE- Oct 93
NOTE- 642p.; Volume 1: "Plenary Sessions and Research Papers"; Volume 2: "Research Papers (cont.), Short Orals, Posters, and Discussion Groups." For the proceedings of previous years, see ED 223 449 (1981), ED 226 957 (1982), ED 289 688 (1983), ED 253 432 (1984), ED 301 443 (1986), and ED 352 274 (1991).
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Beliefs; Cognitive Development; Cognitive Processes; Cultural Influences; Educational Technology; Elementary Secondary Education; Epistemology; Equal Education; Fractions; Functions (Mathematics); Graphs; Higher Education; Mathematical Linguistics; Mathematical Models; *Mathematics Education; Numbers; Probability; Problem Solving; Ratios (Mathematics); Social Influences; Statistics; Student Attitudes; Teacher Attitudes; Teacher Education
IDENTIFIERS- Alternative Assessment; Mathematical Thinking; *Psychology of Mathematics Education

This two-volume document provides the proceedings of a conference on the psychology of mathematics education. Plenary session themes were "Diversity and Equity," (with papers by Gilah Leder; Walter Secada; and Ubiratan D'Ambrosio), "Teacher Education," (with a paper by Thomas Cooney), and "Technology" (with papers by Jere Confrey; Sharon Dugdale; Celia Hoyles and Richard Noss; and Carolyn Kieran, Maurice Garancon, Lesley Lee, and Andre Boileau). The 2 volumes also contain 59 research papers, 45 short orals, and descriptions of 6 posters and 14 discussion groups presented at the conference. The research papers are organized into the following categories: (1) Advanced Mathematical Thinking; (2) Algebraic Thinking; (3) Assessment and Evaluation; (4) Epistemology and Cognitive Processes; (5) Functions and Graphs; (6) Language and Mathematics; (7) Modeling; (8) Number and Proportion; (9) Probability and Statistics; (10) Problem Solving; (11) Social and Cultural Factors Affecting Learning; (12) Students' Beliefs and Attitudes; (13) Teacher Education; and (14) Teachers' Beliefs and Attitudes. A list of authors and committee members is included at the end of volume 2. (MKR)

ED 372 918 SE 054 171

Promising Practices in Mathematics & Science Education: A Collection of Promising Educational Programs & Practices from the Laboratory Network Program.
PUB DATE- 94
NOTE- 161p.; For a related document, see SE 054 275.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Education; Mathematics Instruction; *Student Evaluation; Test Content
IDENTIFIERS- Alternative Assessment; Reform Efforts

This policy brief is based on a lengthier report, "Measuring What Counts: A Conceptual Guide for Mathematics Assessment." It proposes that mathematical assessment of students be based on crucial research-based connections between assessment and standards for curriculum and teaching and suggests a framework to help those who are struggling with the urgent need to develop new assessments that align properly with the national standards for mathematics education. It outlines the importance of three key principles for any program of assessment that aims to support effective education: (1) the content principle: assessment should be anchored in important mathematics, (2) the learning principle: assessment should be seen as an integral part of learning and teaching rather than as the culmination of the process, and (3) the equity principle: assessment should not be used to filter students out of educational opportunities but rather to determine what students have learned and what they still need to learn to use mathematics well. A list of the members of the study group on guidelines for mathematics assessment, and a list of the members of the mathematical sciences education board (MSEB) are included. (MKR)

ED 372 937 SE 054 304

Hulme, Marylin A.
Equity Materials in Mathematics, Science, & Technology: A Resource Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 44p.; A product of the Mid-Atlantic Consortium for Mathematics and Science Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Career Awareness; Career Choice; Elementary Secondary Education; Employment Opportunities; *Equal Education; *Instructional Materials; *Mathematics Education; *Occupational Information; *Science Education; *Technology Education

This annotated bibliography is a resource guide designed to assist schools in promoting the interest, engagement, and achievement of all students, especially those populations (poor, immigrant, female, and minority) that are underrepresented among students who elect advanced mathematics and science courses and pursue related careers. These materials have been carefully screened and selected for their usefulness in reviewing the curriculum, evaluating instructional materials, conducting professional development, and promoting parent/school partnerships. Many can be used directly with students in the classroom. There are three sections to this guide. Part 1, "Print Materials," provides information to assist educators in exploring the underlying causes and subtle barriers that discourage so many students from recognizing the relevance and usefulness of science and math to their lives and future careers. Part 2, "Resources for Career Information," lists information on careers in science and technology published in booklet or pamphlet form by associations, DESCRIPTORS- Classroom Techniques; Constructivism (Learning); Educational Research; Elementary Education; Equal Education; Evaluation; *Questioning Techniques; Science Curriculum; *Science Education; Science Instruction; Teaching Methods; *Technology Education

This document tackles issues in science education through the perspective of classroom practitioners and the philosophy of constructivism to attempt to provide a reasonable, positive rationale and description of current science education reform. Case studies are presented to provide an account of the ways that some primary classrooms function and to examine, in particular, the styles and systems producing good practice in science and technology in primary schools. Chapters in the book include: (1) "Building on Experience"; (2) "Learning and Conceptual Change"; (3) "Conceptual Development and Language"; (4) "School Planning for Conceptual Change"; (5) "Planning for the Curriculum and the Classroom"; (6) "Classroom Organization and Management"; (7) "Posing Problems: Effective Questioning"; (8) "Solving Problems in Science and Technology"; (9) "Working for Equal Opportunities"; (10) "Teacher Assessment"; (11) "Being a Co-ordinator"; and (12) "Teacher Knowledge and Teacher Education". (ZWH)

ED 372 958 SE 054 694

Bitner, Betty L.
Revised Science Attitude Scale for Preservice Elementary Teachers: Re-examined.
PUB DATE- 28 Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Construct Validity; *Content Validity; Educational Research; Elementary Education; Higher Education; *Preservice Teacher Education; Science Education; Test Reliability
IDENTIFIERS- *Attitudes Toward Science; *Science Attitude Scale Preserv Teach (Revised)

The content and construct validity and reliability of the Revised Science Attitude Scale for Preservice Teachers as a scale for measuring the attitude of preservice elementary teachers toward the teaching of science were re-examined. The instrument is intended to measure four subcomponents: comfort-discomfort, need, time, and equipment. Data were generated on two subsamples (n1=59 and n2=60) and the sample (N=378). Frequency, intercorrelations, Cronbach's Alpha, and principal components analysis with varimax rotation were used to analyze the data. Means tended to fall within the 2.00 and 4.00 range with standard deviations hovering around 1.00. Neutral responses beyond 35% were limited to statement 7. Five factors were extracted in the principal components analysis, explaining 55.1% of the variance. Eight statements failed to load on any factor. Statements of teacher anticipation about teaching science heavily loaded on Factor I. Loading equally on Factors I and II were statements in the subcomponent equipment. Of the three statements in the subcomponent time, two loaded on Factor III. Only statements in the subcomponent need loaded on Factor IV and V. Reclassification of some statements seems warranted. (Author)

ED 372 959 SE 054 703

untenable celebration of diversity and monochrome homogeneity. Although no guarantee exists, Gates proposes that the mistake would be not to try. A question and answer segment follows his paper. The final article, "The Women's Studies Movement," by Catherine R. Stimpson, describes women's studies as a pioneer in multicultural research, teaching, and governance in its exploration of divisive differences. A question and answer segment appears after the article. The agenda for the August 31-September 2, 1992 American Council of Learned Societies Conference as well as lists of speakers and advisory board members conclude the document. Attached to the main document is "ACLS Education Newsletter, volume 1, number 2, Summer 1993." It contains program site news from Cambridge-Brookline (Massachusetts), San Diego (California), Los Angeles (California), and Minneapolis (Minnesota) for the ACLS Program in Humanities Curriculum Development. (CK)

ED 372 979 SO 023 899

U.S. Department of Education Fulbright-Hays Seminars Abroad Program, Malaysia June 26 - July 24, 1993. Participants' Reports.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 94
NOTE- 319p.; Some portions may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Cultural Training; *Cultural Pluralism; Elementary Secondary Education; Foreign Countries; Higher Education; *International Educational Exchange; Language Attitudes; Local History; Moral Values; Social Studies; Teacher Developed Materials
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Malaysia

This document contains reports by 14 participants of a Fulbright-Hays seminar in Malaysia. Participants were introduced to Malaysia and the Malaysian way of life through talks, discussion and field trips to schools, and educational institutions and cultural centers throughout the country. At every location the group was given presentations on local history and culture, local and regional development issues, and education. During the field visits the group focused its attention on the uniqueness of each of the areas and the kinds of people who lived there. The participants were introduced not only to the many facets of Malaysian life, but also to the rural and urban cultures; the experience thus dealt with the total fabric of Malaysian society. The experiential dimension was supplemented by visits with individuals and organizations engaged in teaching, training, and research. The included reports are: (1) "A Malaysian Experience: Comparing Multi-Cultural Malaysian Culture to One's Own" (Daniel Andersen); (2) "Language Policy in Malaysia" (Elva Card); (3) "Moral Education: The Teaching of Common Values or Indoctrination? Malaysia and American Responses" (Thais de Rosa); (4) a series of geographical topics (Rose M. Giordano); (5) "Moral Education in the Malaysian and the United States' Public School Systems. A Descriptive Study" (James Brian Higgins); (6) "Curriculum Unit on Agricultural Export Production in Malaysia" (Milton P. Hostetter); (7) "Malaysian Marathon. A Race for the Straits" (Charlene Jassim); (8) "Report of the Fulbright-Hays Seminar list; (5) student resource list; (6) reference materials; (7) teaching procedures; and (8) student resource sheets. Unit 1 focuses on Maryland as a world community, and students examine local community linkages to the world and increase their awareness of these connections as a component of global interdependence. In unit 2, students explore events from three centuries of Maryland ports and ships and analyze them to understand the continuing international ties with their state. After studying the immigrant experience and its impact on Maryland in unit 3, unit 4 traces Maryland's West Africa connection to develop in students an understanding of the international impact of the emigration of free blacks from Maryland to the Republic of Liberia in the 19th century. Unit 5 examines Maryland's role as both a home and host to multinational corporations, identifies the issues that confront these corporations, and develops an awareness of the extent to which multinationals influence the local community. (CK)

ED 372 998   SO 024 124

Hooghoff, Hans
The Quality of Textbooks: A Basis for European Collaboration.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Bologna Children's Book Fair (Bologna, Italy, April 17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Curriculum Design; *Educational Innovation; Educational Objectives; Educational Strategies; Elementary Secondary Education; Foreign Countries; *International Cooperation; International Educational Exchange; International Relations; *Skill Development; *Textbook Content; Textbook Preparation; Textbooks; Textbook Selection
IDENTIFIERS- *Europe

The enhancement of the European dimension in the national curriculum is a large scale educational innovation that affects many European countries. This report puts forward the proposition that broad scale educational innovation has more success if the aims and objectives find their way into textbooks. The reasons why a European dimension in education is important are the existence of an international political consensus and the influence of a common market with free trade, commerce, and the free movement of people. The general aim is to provide young people with meaningful opportunities to acquire the knowledge, insights, attitudes, and skills necessary to participate constructively in a changing Europe. Embedding the European dimension into the existing curriculum of educational systems in European countries consists of the selection of textbooks and information supply within the school and exchange programs outside the school for teachers and students. From a 1992 textbook analysis of Dutch geography and history textbooks, the results indicate general conclusions about European issues in history and geography textbooks of which three are highlighted: (1) geography textbooks in general give more attention to the European dimension than history books; (2) the fact that young people can make a contribution to tackling transnational problems hardly occurs in the textbooks analyzed; and (3) the methodological approach to the European dimension needs to be improved through attention to guiding the students to understand the interrelationship between geography, human adaptation, human lifestyles, and historical change. In the first lesson, students create and discuss personal and familial time lines, exploring the concepts of continuity, change, and historical firsts. In the second lesson students examine maps of the present day Middle East and then identify the general area of the ancient Fertile Crescent and the specific area known as ancient Sumer. Activities in the third lesson generate discussion of the importance and unique nature of written communication. In the fourth lesson, students examine a moment in time as they read primary source documents on the life of a scribe and then role play. In the fifth and last section, students examine the evolution of the ancient writing system of cuneiform. (Author/DK)

ED 373 017 SO 024 472

Fauver, Bill; Ruderman, Jim
Stride Toward Freedom: The Aftermath of Brown v. Board of Education of Topeka. A Unit of Study for Grades 9-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Education; Blacks; Constitutional History; *Desegregation Litigation; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; History Instruction; Law Related Education; Primary Sources; Racial Attitudes; *Racial Integration; *School Desegregation; Social Studies; *United States History
IDENTIFIERS- *Brown v Board of Education

This unit focuses on the school integration case of Brown v. Board of Education of Topeka (Kansas), and its immediate aftermath. The Supreme Court's 1954 decision was a catalyst for civil rights activism along a broad front over the ensuing decades. The decision and its implementation have stood as a model for similar social and political action among white middle class women, Latinos, and Native Americans. The unit presents the desegregation case as a dramatic moment in history from which to explore the deeper meanings of a selected landmark event and its wider context in the historical narrative. By studying a crucial turning point in history, the student becomes aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. The unit contains teacher background materials and lesson plans with student resources. The teacher background section provides an overview of the entire unit and historical information and context necessary to link the Brown case to the larger historical narrative of school desegregation, racial relationships, and civil rights. The unit consists of two lessons: (1) the case of Linda Brown; and (2) the Brown case and its impact on the civil rights movement. Primary and secondary documents for lesson 1 include the case facts for Brown v. Board, Chief Justice Earl Warren's delivery of the opinion of the Court, the reaction of the North Carolina legislature to the U.S. Supreme Court ruling, and 2 private letters. The second lesson discusses the Brown case as a challenge to federalism. (DK) support and assistance throughout a teacher's career. The bulk of the paper is an appendix containing statistical tables (numbered 6 through 33) detailing the study's findings. (Contains 15 references.) (LL)

ED 373 034 SP 035 375

Fire Safe Together. Kindergarten. Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Dec 92
NOTE- 44p.; For other guides in this series, see SP 035 376-385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Fire Protection; Instructional Materials; Kindergarten; Learning Activities; Lesson Plans; Parent Participation; Prevention; Primary Education; *Safety Education; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the kindergarten component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of kindergarten students, its objectives include developing basic awareness of fire and burn dangers, developing simple actions to reduce injury, and encouraging parent involvement. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Hot Is Not Safe"; "Stopping Fires"; "Getting Out"; "Good Actions"; and "Adults Who Can Help." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 035 SP 035 376

Fire Safety: Any Time, Any Place. First Grade. Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Dec 92
NOTE- 43p.; For other guides in the series, see SP 035 375-385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Fire Protection; Grade 1; Injuries; Instructional Materials; Learning Activities; Lesson Plans; Parent Participation; Prevention; Primary Education; *Safety Education; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the first grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of first grade students, its objectives include acquiring basic knowledge of fire and burn hazards, developing a basic understanding of simple injury reduction, and encouraging parent involvement. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Things That Burn (Or Could Burn You!)"; "Important Ways To Prevent Fires"; "Getting Out Alive"; "First

IDENTIFIERS- *Experienced Teachers
This paper examines recent trends in the establishment of state-level policies for the performance evaluation of experienced teachers. "Trends" are defined as the prevailing state-sanctioned currents of thinking that undergird teacher performance evaluation policies. The document includes a paper that reports on the specific nature of state-level teacher performance evaluation policies and analyzes two philosophically different state-level performance evaluation policies--the dominant behavioristic evaluation policy and the emerging holistic evaluation policy. The main body of the publication consists of a chart entitled "Performance Evaluation of Experienced Teachers in the United States," a state-by-state factual compilation of each state's approach to performance evaluation of experienced teachers. Throughout the analysis, the argument is made for a major change in states' teacher evaluation policy directions toward one that better accommodates the needs of teachers. Before analyzing the specific nature of state-level teacher performance evaluation policies, an overview of the extent of state-involvement is provided. A performance evaluation questionnaire is appended. (Contains approximately 80 references.) (LL)

ED 373 055 SP 035 405

Hough, David L.
Creating a New Paradigm for Career-Long Teacher Evaluation and Professional Development.
PUB DATE- 4 Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Doctoral Degrees; *Doctoral Programs; Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; Instructional Development; *Leadership Training; *Master Teachers; Models; *Needs Assessment; Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Southwest Missouri State University; *Teacher Researchers
A Doctor of Arts in Teaching degree is proposed to provide teachers with opportunities to become leaders in the conception, design, and evaluation of "state-of-the-art" curriculum and instruction. Graduates of the proposed program will learn how to address the needs of diverse students through action research; become adept at using research findings to facilitate the design of curricula which incorporate current information and technology and who will engage themselves and their students in reflective inquiry; acquire competence in advanced subject matter as well as in global, multicultural, ethical, and aesthetic issues; and put together a repertoire of effective pedagogical skills. A graduate will be a new type of master teacher; graduates will be curricular change agents who mentor teachers, who collaborate with other educators and leaders to improve schooling, and who become professional problem solvers in teaching and learning. This paper presents a rationale for the degree, results of a feasibility study/needs assessment conducted by Southwest Missouri State University, and policy implications. A program structure is proposed with five strands of inquiry: colloquium seminar, action research,

use were answered by teachers, education students, and administrators in Ohio, Georgia, and Texas. The first questionnaire was completed by 59 current teachers and 152 education students, who were asked if 30 listed procedures believed to increase scores on high school graduation tests were appropriate, and if not, were they a waste of time or even unethical. In the second questionnaire, 45 recent presenters at the meeting of the National Council on Measurement in Education (NCME) were asked to agree or disagree that the procedures would raise scores and increase learning, and were ethical. There were few major differences across groups. The majority agreed that providing current forms of tests for study was inappropriate or unethical. The great majority agreed that it was appropriate to use similar or previous tests in test preparation. Even many NCME presenters seemed to agree that many procedures that differ from standardized procedures are ethical. Less than a third favored recognizing teachers whose students performed well on the minimum-competency tests. Twelve appendixes contain the questionnaires and cover letters. (Contains 23 references and 6 tables.) (SLD)

ED 373 076 TM 021 813

Byrne, Barbara M.
A Comparison of EQS and LISREL Strategies in Testing for an Invariant 2nd-Order Factor Structure.
PUB DATE- Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Comparative Analysis; Computer Oriented Programs; Computer Software; *Data Analysis; *Factor Structure; Goodness of Fit; Models; *Research Methodology; Scores; Statistical Studies
IDENTIFIERS- Beck Depression Inventory; *EQS Computer Program; Invariance; LISREL Computer Program

Working from a common data base and hypothesized model, this paper demonstrates and compares the EQS and LISREL computer program strategies in the analysis of a second-order factor model. Program similarities and differences are noted with respect to: (1) preliminary analyses of the data; (2) treatment of data that are not multivariately normal; (3) assessment of overall model fit; (4) identification of parameter misspecification; (5) post hoc model-fitting; and (6) tests for multigroup invariance. Data comprise scores on the Beck Depression Inventory for 658 (337 males; 321 females) nonclinical adolescents. Issues addressed should be of substantial interest to those unfamiliar with the two problems and/or the methodological procedures presented. Includes one figure and three tables. (Contains 37 references.) (Author/SLD)

ED 373 077 TM 021 817

Nelson, David E.
Accountability Reports for All Districts and Schools. The Utah Statewide Testing Program--1993. Appendix to the Annual Report of the State Superintendent of Public Instruction.
PUB DATE- Jan 94
NOTE- 374p.; For the annual report, see ED 363 944.
LANGUAGE- English

historical information was requested, as well as information about candidates' perceptions of the test. In this study, perceptions of candidates who took the 3-hour test version were compared with those of candidates who took the 90-minute version. The number of candidates completing questionnaire items varied, but the sample was approximately 400 for the 3-hour test and 1,280 for the 90-minute test. Candidates' perceptions about the tests varied widely, but two conclusions are unmistakable: Candidates on the whole accept the face validity of the performance test, and candidates taking either test, regardless of length, felt that they did not have enough time to complete the performance tasks. Eighteen graphs present study findings. (SLD)

ED 373 097 TM 021 988

Dynarski, Mark
Implementing Rigorous Evaluations of Education Interventions: Findings from Two Federal Demonstration Programs.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Control Groups; *Demonstration Programs; Dropout Programs; Evaluation Methods; *Evaluation Utilization; *Federal Government; Intervention; Nontraditional Education; *Program Evaluation; *Research Design

Since 1988 five evaluations of Federal demonstration programs in education have been implemented that had random-assignment designs to measure program impacts. The implementation of two of these evaluations, the evaluation of the School Dropout Demonstration Assistance Program and that of the Alternative Schools Random Assignment Program, are explored to lend support for several conclusions regarding random assignment designs. The first is that random assignment can be implemented in a variety of settings and at a scale that is suitable for measuring impacts precisely, but that it is generally poorly understood by educators. Consequently, it is difficult to implement without a great deal of discussion and negotiation. A second conclusion is that program staff fear that they will lose control of who is admitted to the program. The mechanics of random assignment need to be tailored to this concern. A final conclusion is that random assignment is most likely to fail when the pool of applicants is inadequate to support creation of a control group. When programs experience shortages of applicants, random assignment is not desirable. (SLD)

ED 373 098 TM 021 993

Charting the Course toward Instructionally Sound Assessment. A Report of the Alternative Assessment Pilot Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Sep 93
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperation; *Educational Assessment; Educational Change; Elementary Secondary Education; Information Dissemination; *Pilot Projects; Research Methodology; *School

DESCRIPTORS- *Access to Information; Civil Liberties; *Confidentiality; *Court Litigation; Data Collection; *Educational Research; Elementary Secondary Education; *Federal Legislation; Freedom of Information; Information Management; Public Policy; School Districts; State Legislation; *Statistical Data; Telephone Surveys

Two studies were commissioned by the National Forum on Education Statistics to address concerns about the confidentiality and security of education data. The first, "Issues in Education Data Confidentiality and Access," by Ellen Pechman, Eileen O'Brien, Amy Hightower, and Angela Williams covers major court challenges, data collection issues germane to education, and trends anticipated to affect data confidentiality policy. A central theme derived from telephone interviews with 11 state and local managers and users of education data is that while automation of student data systems in schools, districts, and states is still in early stages, national guidelines and standards are needed to build in protection that ensures individual privacy and supports efficient data collection. The second paper, "Compilation of Statutes, Laws, and Regulations Related to the Confidentiality of Education Data," by Sonny S. Bloom, Jacqueline Hlavin, Julia Pelagatti, and David Banisar, contains a survey of 34 states, abstracts, and analysis of federal and state restrictions and stipulations regarding data confidentiality issues. (The first paper contains 13 references.) (SLD)

ED 373 118   TM 022 047

Burkheimer, G. J., Jr.; And Others
Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:90/92). Final Public Technical Report. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *Cohort Analysis; Data Analysis; *Data Collection; Educational Policy; *Longitudinal Studies; National Surveys; Nontraditional Education; *Postsecondary Education; *Reentry Students; *Research Methodology
IDENTIFIERS- *Beginning Postsecondary Students Long Study; Nonresponders; Weighting (Statistical)

This document is a summary and evaluation of the methodological procedures and results of the full-scale implementation of the Beginning Postsecondary Student Longitudinal Study, 1990-92 (BPS). The BPS starts with a cohort of students beginning postsecondary education regardless of when they completed high school. As a result, information will be available about nontraditional students who have delayed their postsecondary education. Many educational policy questions can be addressed through information gathered by the BPS about student characteristics and patterns of information. An introductory chapter provides a summary of the background, major procedures and results, and scheduled products of the survey. Other sections cover the design and method, data collection and results, data analysis, nonresponse weighting, and data file construction. Eight appendixes provide technical information about survey conduct. Six figures and 57 tables present some survey findings and details about the methodology. (SLD)

(Author/JB)

ED 372 668 HE 027 552

Mitchell, Alice A.; And Others
Mapping the University Learning Environment.
PUB DATE- 4 Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 4-8 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Campuses; College Environment; *College Freshmen; *Educational Environment; Higher Education; *Maps; Racial Differences; Research Universities; *Student Attitudes; Whites
IDENTIFIERS- *Perceptual Mapping; *University of Maryland

The perceptual mapping technique was used to solicit University of Maryland college freshmen's perceptions of the campus environment. In perceptual mapping respondents are provided with a map of an indoor or outdoor location and their feelings or perceptions about areas on the map are solicited. During this study students participating in regular freshman orientation were given the Campus Mapping Questionnaire (CMQ) on randomly selected days. The CMQ is based on a map of the campus and an attached survey which seeks demographic information and asks students to identify locations of interest and describe their emotional perceptions of those locations. Of the 411 respondents, 73% were white while 10% were African-American. The study compared responses of African American and White groups. Results showed that African American students were much less familiar with the campus than were Whites. No African American student indicated the chapel as an area of interest. Also surprising was that the Black Cultural Center was not mentioned in any survey. Most Black students were interested in becoming familiar with a recreational facility while most White students named the Student Union. For Black students the library appeared the most comfortable location while most White students named the Student Union as the most comfortable location. (Contains 16 references.) (JB)

ED 372 669 HE 027 553

Dooley, Larry M.
Barriers and Inducements to Grant Related Activity by a College of Education Faculty.
PUB DATE- 8 Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 4-8 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Faculty College Relationship; Faculty Promotion; Grants; *Grantsmanship; Higher Education; *Incentives; Program Proposals; Proposal Writing; Research Universities; *Schools of Education; Surveys; *Teacher Attitudes
IDENTIFIERS- *Texas A and M University

A study was done involving a survey of existing barriers and inducements to grant-related activities among tenured faculty within the college of education at Texas A&M University. An and people in commerce and industry who work closely with recent graduates are satisfied but not enthusiastic about most of the graduates they employ. An appendix contains a rank-ordered listing of the satisfaction scores. (MDM)

ED 372 689 HE 027 574

Antczak, Fred
Learning and the Public Research University: Twenty-Two Suggestions for Reducing the Tension between Teaching and Research.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Conference on College, Composition and Communication (Nashville, TN, April 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Colleges; Departments; *Educational Attitudes; *Educational Improvement; *Faculty Evaluation; Faculty Promotion; Higher Education; Politics of Education; *Public Colleges; *Research; Research Universities; Teacher Effectiveness
IDENTIFIERS- *Research Teaching Relationship; University of Iowa

This paper advances 22 ideas for reducing the conflict between teaching and research demands of faculty at public research universities, based on suggestions generated by an ad hoc group of professors at the University of Iowa. Departments should try to make teaching as documentable as research, make teaching accomplishments as "portable" as research accomplishments, critically evaluate teaching, use multiple evaluation instruments, provide "teaching leaves" for curricular improvement, resist the notion of "released time" from teaching, have students complete midterm course evaluations, promote team teaching, foster contacts with other departments and institutions, develop a departmental alumni association, do exit interviews with departmental majors and alumni, prepare doctoral students in college-level teaching, and establish a teaching chair to honor distinguished teachers. The university as a whole should develop a campus teaching journal, emphasize quality over quantity in promotion decisions, allow groups of first-year students to take certain classes as a cohort, avoid quick-fix solutions, develop a teaching center, and use the teaching center to seek funds for guest lecturers and visiting teachers. (MDM)

ED 372 690 HE 027 575

Ingram, Richard T., Ed.; And Others
Governing Independent Colleges and Universities. A Handbook for Trustees, Chief Executives, and Other Campus Leaders.
PUB DATE- 93
NOTE- 479p.; A joint publication in the Jossey-Bass Higher and Adult Education Series and the Jossey-Bass Nonprofit Sector Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; College Presidents; Demography;

States

This book examines the rapid growth of university-business partnerships during the 1980s, discussing the costs and benefits that business partnerships bring to American higher education. Part 1 traces the history of university-business partnerships in the 20th century, discusses the significance of government assistance for university-business partnerships, reviews the role of private business in developing these relationships, examines the activities of the Government-University-Industry Research Roundtable, and looks at university-business partnerships in other nations. Part 2 evaluates these partnerships, weighing the advantages and disadvantages of such university-business relations, focusing on economic risks for universities, conflict-of-interest problems, and the clash between academic and business values. Part 3, the bulk of the text, contains readings and begins with six contending evaluations of university-business partnerships: (1) "The Evolution of Research and Development Policy in a Corporation: A Case Study" (W. G. Simeral); (2) "The Commercialized University" (Derek Bok); (3) "Technology Transfer at MIT" (Paul E. Gray); (4) "Technology Transfer at MIT: A Critical View" (David Noble); (5) "Technology Transfer in Biotech" (Howard A. Schneiderman); and (6) "The Erosion of the Academic Ethos: The Case of Biology" (Nicholas Wade). Part 3 continues with seven historical documents that characterize the scope and substance of university-business partnerships and five case studies of specific partnership agreements. (Contains approximately 225 references.) (MDM)

ED 372 708 HE 027 593

Riedinger, Edward A.
Counseling in Brazil: Need, Resources, Recommendations.
PUB DATE- 80
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Planning; Colleges; *Educational Counseling; Foreign Countries; Foreign Students; *Guidance Centers; Higher Education; *International Educational Exchange; Program Evaluation; Reference Materials; Resource Allocation; School Catalogs; Staff Development; Surveys; Universities
IDENTIFIERS- *Brazil; United States

This report examines the needs and resources of educational counseling centers in Brazil that advise individuals about opportunities for undergraduate and graduate education in the United States. A survey of nine counseling offices run by the U.S. International Communication Agency (USICA), U.S. consulates, and American-Brazilian binational educational organizations found that there were over 1,000 requests per month for information and counseling about American colleges and universities. Resources for counseling, including college guides, catalogs, and trained personnel, were found to be unevenly distributed among the offices. The report recommends that a basic collection of reference and orientation materials on American higher education be acquired by all offices, and that maintenance of these collections and systematic communication among the counseling offices occur through a centralized office in Rio de Janeiro. The report also recommends that continuing personnel training occur through periodic national counseling conferences. Four appendixes contain copies of the counseling resources survey and results, personnel and location of counseling offices in Brazil, a list

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; *Computer Assisted Instruction; English (Second Language); *Field Dependence Independence; Foreign Students; Higher Education; *Hypermedia; *Learning Strategies; Semantics; *Teaching Methods; Videotape Recordings
IDENTIFIERS- Group Embedded Figures Test

Different learning strategies that are used by field-independent (FI) and field-dependent (FD) people in a hypermedia-assisted instructional setting were studied with 63 international college students for whom English was a second language. The treatment was a semantic network-based hypermedia-assisted language-learning environment to help non-native speakers of English learn vocabulary. Field dependence and independence were determined using the Group Embedded Figures Test. Patterns of learning while using the hypermedia were studied. FI and FD students employed different learning strategies. The FD students spent more time using the courseware and used it more often than did the FI subjects. The video format was a favorable medium for the FD participants, although not much difference was found in accessing the textual and graphic media among FD and FI participants. FD learners were more likely to use features that represented the wholeness of the content, while FI users tended to use component features. Hypermedia offers promise in finding ways to match instruction-type to learning style. Five tables and two figures present study findings. (Contains 27 references.) (SLD)

ED 372 728 IR 016 650

Jones, Pamela
Education as an Information Based Organization.
PUB DATE- 12 May 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Cooperation; Definitions; *Educational Administration; Elementary Secondary Education; Information Management; Information Needs; Integrated Activities; Models; *Organizational Development; Public Schools; *School Restructuring; *Teacher Role; User Needs (Information)
IDENTIFIERS- *Information Based Organizations; Information Value; School Culture; Teacher Empowerment

Because information is quickly becoming the key resource in many industries globally, it seems natural to utilize and incorporate it as the primary resource in education, an institution that affects our entire society. A definition of an information-based organization (IBO) is proposed, steps to making an organization an IBO are identified, and a model for making local public school systems IBOs is derived. An IBO is defined as an organization in which information is the primary resource utilized, shared, and integrated into normal workday routines to achieve a common vision or goal. The model for an educational IBO is based on the existence of new information that satisfies teachers' needs and new information flow that results from collaborative restructuring of local schools and empowered teachers. Implementing an educational IBO will mean redefining the organization's culture to an IBO culture. An appendix gives a detailed explanation of the educational system

IDENTIFIERS- California; *Case Management; Data Management; Integrated Services; *School Linked Services

This report is intended as a guide for local comprehensive integrated school-linked services sites and software vendors in developing and implementing case management information systems for the exchange and management of client data. The report is also intended to influence new development and future revisions of data systems, databases, and reporting requirements of related state agencies and programs. As a first report of the California Interagency Data Collaboration, it addresses the objectives of reducing the data collection burden for case managers and facilitating the local use of data by developing standards for data translation in sharing, functional specifications, and confidentiality and the protection of privacy. These standards are itemized. One table and one figure illustrate the discussion. Appendixes list the race and ethnicity codes and federal and state statutes and regulations about confidentiality. (SLD)

ED 372 749 IR 016 708

Sponder, Barry
Computer Assisted Reading Instruction: New Tools for New Experiences.
PUB DATE- Sep 93
NOTE- 7p.; Paper presented at the Annual National Reading Conference (4th, Singapore, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; *Computer Assisted Instruction; Educational Technology; Elementary Education; *Hypermedia; *Language Experience Approach; *Multimedia Instruction; *Optical Data Disks; *Reading Instruction; Student Attitudes; Student Motivation; Teacher Role; Technological Advancement
IDENTIFIERS- Multimedia Materials

A Language Experience Approach (LEA) to reading is based on the premise that a child's thinking naturally leads to talking, writing, and eventually reading. Information technologies offer powerful support for learning, but teachers and parents must learn to use these technologies effectively. Three types of computer applications that are appropriate for an LEA program are Hypertext, multimedia creation programs, and CD-ROM. Because computers can be combined with other media systems, they provide motivational and dynamic tools that can foster a child's expressive and reflective skills. However, computer technologies are only as effective as a child's willingness to embrace them and an adult's enthusiasm for using them at home and in the classroom. Two figures and one table illustrate the capabilities of computer uses in LEA approaches. (Contains 11 references.) (SLD)

ED 372 750 IR 016 793

TeleEducation NB. Report 1994.
PUB DATE- May 94
NOTE- 39p.
LANGUAGE- French; English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Distance Education; Foreign Countries; Futures (of Society); Higher Education; *Information

ratings, the parent survey, and Public Broadcasting System schedules. (Contains 9 references.) (SLD)

ED 372 771 IR 055 135

Mogge, Dru, Ed.; And Others
The Emerging Information Infrastructure: Players, Issues, Technology, and Strategies. Proceedings of Part I of the Meeting of the Association of Research Libraries (123rd, Arlington, Virginia, October 20-22, 1993).
PUB DATE- Oct 93
NOTE- 104p.; For the minutes of the 122nd meeting, see ED 369 406.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Access to Information; *Computer Networks; Foreign Countries; Futures (of Society); Government Role; Higher Education; Industry; Information Dissemination; *Information Networks; *Information Policy; Library Associations; Policy Formation; Research Libraries; Technological Advancement
IDENTIFIERS- Association of Research Libraries; Canada; *Information Infrastructure; United States

The topic of the 123rd meeting of the Association of Research Libraries (ARL) is the information infrastructure. The ARL is seeking to influence the policies that will form the backbone of the emerging information infrastructure. The first session concentrated on government roles and initiatives and included the following papers: "Opening Remarks" (Susan K. Nutter); "Canadian Information Policy" (Jocelyn Ghent Mallett); "Developing the National Information Infrastructure (NII)" (Michael Nelson); and "North Carolina's Information Highway" (Jane Smith Patterson). The stakeholders in the emerging information infrastructure are examined in the papers in the second session: "Introduction" (Hiram Davis); "The Public Interest Community: The Social and Legal Costs of the Information Superhighway" (Sonia Jarvis); "The Computer Industry's Assessment of the NII" (Kenneth Kay); "The Telecommunications Industry's Cooperative Role in the National Information Infrastructure (NII)" (Thomas Spacek); and "How the Information Network will Affect the Research and Education Communities" (Paul Evan Peters). Finally, papers concerned with the issues and technology of the infrastructure are presented in the third session: "Introduction" (James Neal); "Convergence and Higher Education" (Richard Taylor); and "Technological Change and the Public Interest" (Frederick Weingarten). (JLB)

ED 372 772 IR 055 140

Kurshan, Barbara L; And Others
An Educator's Guide to Electronic Networking: Creating Virtual Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 120p.; Revised and updated.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community; *Computer Networks; Decision Making; *Educational Planning; Elementary Secondary Education;

point average (GPA), number of credit hours completed by fall 1992, and persistence rates. Study findings included the following: (1) females outnumbered males 567 to 310, the mean age was 24.956 years, and nonwhites exceeded whites 511 to 366; (2) two-thirds of the sample (n=581) had placed into developmental English courses; (3) academic success in terms of GPA was found to be related to English course placement, as students placing into English 097 had an overall GPA of 1.625, compared to 2.372 for those placing into 101; and (4) differences in overall GPA were also found for age, race, and sex, with older white females showing the highest rates of success and younger nonwhite males showing the lowest. Based on findings, it was recommended that these findings be used by faculty and administrators to determine standards of program excellence until further student performance studies can be conducted. Forty-eight data tables are appended. (KP)

ED 372 790 JC 940 415

Banach, William J.; Lorenzo, Albert L.
Toward a New Model for Thinking and Planning: The Emerging Context for Life in America.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Census Figures; *Demography; *Environmental Scanning; *Futures (of Society); Geographic Distribution; *Institutional Environment; Models; Population Trends; Racial Composition; Sociocultural Patterns; *Strategic Planning; Trend Analysis
IDENTIFIERS- *Census 1990

Intended for use by individuals or groups in initiating strategic thinking and planning, this document provides national data on 21 dimensions of the environmental scanning process grouped into nine categories and presents a model of strategic planning. Following a brief introduction describing the importance of environmental factors in planning, data from the 1990 Census are described for the following areas: (1) demographics, including the aging of society, increasing racial diversity, and the shifting of the U.S. population center towards the southwest; (2) economics, highlighting the transition from industry to other sectors, disparity between workplace needs and worker qualifications, and polarization of wealth; (3) the political climate; (4) social values and lifestyles, reviewing trends related to at-risk youth, changing families and households, individual insulation from society, and increasing customer demands in an expanded marketplace; (5) the technology/information explosion; (6) the privatization of education; (7) paradoxical public responses to social problems; (8) changes in organizations such as the movement from homogeneity and mass production, increasing female influence, and greater awareness of our limits; and (9) increasing globalization. Finally, a model for strategic guidance is described, discussing predictable shifts in organizational context in the next few years (e.g., increasing dominance of external factors and an emphasis on quality), advocating a shift from product to process orientation, and presenting eight enhancements to traditional environmental scanning (e.g., developing an understanding of organizational relationship to the larger society and monitoring employee attitudes and public opinion). (KP)

Innovation, this document describes the principles of Continuous Quality Improvement (CQI) and describes policy options for implementation in the state's community colleges. Following introductory materials, the paper recommends that the Commission explore the adoption of CQI philosophies to address the challenges facing the colleges. Next, the history of the quality movement is briefly described, highlighting benefits of CQI in the business sector and examples in postsecondary educational institutions. The following principles at the core of CQI are the reviewed: (1) a commitment to continuous organizational improvement; (2) reliance on information to provide evidence for cost-benefit trade off decisions; (3) an emphasis on meeting or exceeding client needs; (4) trusting and empowering people to assume authority and act responsibly; (5) investing in on-going training and education for all staff; and (6) relying on teamwork to solve problems and implement solutions. Three models for implementing CQI in educational institutions are also described as top-down, bottom-up, and loose-tight, or involving all staff at one or two units in fundamental organizational change. Finally, specific policy options for implementing CQI are presented, including incentive grants, education and training grants, business and industry partnerships, personnel guidelines, recognition awards programs, and the addition of CQI principles to the community college accountability system and accreditation standards. (Includes 42 references.) (KP)

ED 372 808 JC 940 449

Cutting the Cost of New Community College Facilities: Joint Use Strategies. Commission on Innovation Policy Discussion Paper Number 2.
PUB DATE- Jun 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *College Planning; College School Cooperation; Community Colleges; *Educational Facilities Planning; *Institutional Cooperation; Policy Analysis; School Business Relationship; *Shared Facilities; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Intended to provide background information and preliminary options for the California Community Colleges' Commission on Innovation, this document explores issues related to the construction of facilities whose use and cost are shared by various entities. Following introductory materials detailing the Commission's charge, the paper proposes that the CCC's Board of Governors rethink the strategy of accommodating growth through new facilities and stand-alone centers, and give high priority to planning joint-use facilities. Background information on joint-use facilities is provided, highlighting the following seven types of facilities: baccalaureate institution programs on existing community college campuses, community college programs on existing baccalaureate campuses, two or more community colleges in jointly-developed facilities, new intersegmental (community college/baccalaureate) facilities, community colleges sharing sites with a K-12 institution, community colleges sharing sites or facilities with business and industry, and community colleges sharing sites with government agencies. Examples are also provided of shared facilities, including plans in Colorado for a and the importance of early cultural education. Part 2 looks at influences outside the home and family, such as school and the media. Part 3 explains how to counteract negative influences on children's attitudes and to support positive ones. Part 4 contains a variety of folktales that offer views of other peoples and cultures. The titles are: (1) "The Earth on Turtle's Back" (Onondaga Indians, Northeast United States); (2) "Banh Giay and Banh Chung" (Vietnam); (3) "The Flight of the Animals" (India); (4) "Cinder Jack" (Hungary); (5) "How the Porcupine Outwitted the Fox" (Honduras); (6) "Simon and the Big Joke" (Trinidad); (7) "The Man Whose Luck Was Sleeping" (Persia); (8) "The Origin of Lamps" and "The Education of Goat" (Haiti); (9) "Treasure Mountain" (Yao People, Southern China); (10) "The Baby Leopard" (West Africa); and (11) "Lon Po Po" (China). (TJQ)

ED 372 826 PS 022 316

Roopnarine, Jaipaul L., Ed.; And Others
Children's Play in Diverse Cultures. Children's Play in Society Series.
PUB DATE- 94
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Alaska Natives; *Children; Cultural Context; *Cultural Differences; Cultural Traits; Early Childhood Education; Foreign Countries; Parent Attitudes; Parent Child Relationship; Peer Relationship; *Play; Sex Role; *Socialization
IDENTIFIERS- Africa; India; Italy; *Play Learning; *Play Materials; Polynesia; Puerto Rico; Taiwan; Yupik Eskimos

This book illuminates play as a universal and culture-specific activity. It provides needed information about the behavior of children in diverse cultural contexts as well as about the play of children in unassimilated cultural or subcultural contexts. It offers readers the opportunity to develop greater sensitivity to and better understanding of the important cultural differences that confront early childhood teachers and teacher educators. Titles of the 10 essays are: (1) "The Need to Look at Play in Diverse Cultural Settings" (Jaipaul L. Roopnarine and James E. Johnson); (2) "Play in the East Indian Context" (Jaipaul L. Roopnarine and others); (3) "Children's Play in Taiwan" (Hui-Ling Wendy Pan); (4) "Children's Play in Japan" (Michio Takeuchi); (5) "Peer Interactions in Polynesia: A View from the Marquesas" (Mary Martini); (6) "Mainland Puerto Rican Children" (Lourdes Diaz Soto and Lillian Negron); (7) Child's Play--una cosa naturale: An Italian Perspective" (Rebecca S. New); (8) "African Children's Play and the Emergence of the Sexual Division of Labor (Marianne N. Bloch and Susan M. Adler); (9) "Meaning in Mud: Yup'ik Eskimo Girls at Play" (Kathleen Bennett deMarrais and others); and (10) "Culture, Play, and Early Childhood Education" (Celeste Lasater and James E. Johnson). (HTH)

ED 372 827 PS 022 343

Wichert, Susanne
Keeping the Peace: Practicing Cooperation and Conflict Resolution with Preschoolers.
PUB DATE- 89
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

political level for goals and strategies that ensure the survival, protection, and development of children. As part of the process of looking beyond survival and of working toward a "fair start" for children, this document offers the following: (1) a straightforward presentation of what is meant by child development, distinguishing it from child survival and growth and linking it to the concept of child care; (2) a rationale for investing in programs of early childhood care and development; (3) a brief description of the evolution of child care and development programs and a sketch of the current configuration of institutionalized programs, with special attention given to changes occurring since 1979 when the International Year of the Child (IYC) was celebrated; (4) a programming framework in three dimensions, combining stages of child development with five complementary program approaches and with a set of program guidelines; (5) brief descriptions of several programs from various countries that illustrate different ways to support and enhance early childhood development; and (6) some conclusions about what needs to be done to increase investment and to move child care and development programs from rhetoric to reality. References are included with each section except the introduction. (TJQ)

ED 372 845 PS 022 581

Gonzalez-Mena, Janet
From a Parent's Perspective.
PUB DATE- 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Behavior Problems; *Child Rearing; Children; Conflict Resolution; Discipline; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Materials; Problem Solving; Self Esteem
IDENTIFIERS- Parent Empowerment; Self Empowerment

The series of articles on parenting compiled in this book bridges the gap between educational theory and the everyday problems parents must deal with. The book's perspective encourages parents to be gentle, flexible, observant, and not too attached to expectations. The first chapter, "Surviving Parenthood," discusses topics such as managing conflict, balancing needs, enduring arguments, and preserving individuality. Topics in the second chapter, "Parenting Skills," include learning parenting techniques, listening, teaching children to solve their own problems, and disengaging from power struggles. The third chapter, "Discipline," contains sections on parents as allies, consequences in lieu of punishment, cooperation, and use of talk instead of corporal punishment. The fourth chapter, "Problems," covers the specific problems of biting, lying, using bathroom talk, testing limits, dawdling, making messes, and being stubborn. The fifth chapter, "Self-Esteem," looks at empowering children, encouraging competence, praising, balancing skills, and pleasing people. The sixth chapter, "Kids Are Individuals," examines different types of children, including contrary children, difficult children, and the wild child. The final chapter, "A Few Laughs," offers a humorous perspective to some of the challenges of parenting. (TJQ)

ED 372 846 PS 022 588

local action that can be taken to address child sexual abuse and lists steps in community organizing. Chapter 4 gives ideas for prevention programs, support groups, and other resources for healing. The appendix contains: (1) a bibliography of 60 books and films; (2) sources of information about child protection in Canada; (3) interviewing guidelines for native band social workers; and (4) a glossary of terms used in the book. (TJQ)

ED 372 863 PS 022 652

Cheek, Mary; Parker, Christy Lynn
The Effectiveness of Teaching Values Implicitly as Compared to Teaching Values Both Implicitly and Explicitly at the Kindergarten Level: Teachers' Perspectives.
PUB DATE- 1 May 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Instructional Effectiveness; *Kindergarten; *Preschool Teachers; Primary Education; *Teacher Attitudes; *Teaching Methods; *Values Education
IDENTIFIERS- Explicit Instruction; Honesty

This study examined the effectiveness of teaching the value of honesty to kindergarten students. Specifically, it examined whether kindergarten teachers believed it was more effective to teach values implicitly as compared to teaching values both implicitly and explicitly. Also investigated was the reason why teachers might avoid teaching values explicitly. Twenty-seven kindergarten teachers in central Virginia were surveyed. The survey contained five pairs of methods for teaching the value of honesty. One method of each pair was implicit only; the other method was implicit and explicit. Teachers chose the method they thought would be more effective for conveying the value of honesty. The survey found that the combination of implicit and explicit methods was judged more successful than just implicit methods for teaching the value of honesty. Most teachers did include explicit teaching of values; teachers believed those who taught values only implicitly did so because they did not think explicit teaching of values was effective. For example, it is possible that teachers of other grades would not agree that it is effective to teach values to their students both implicitly and explicitly. (Twenty-one references and a copy of the survey instrument with results are attached.) (TM)

ED 372 864 PS 022 670

Owens, Vivian W.
Parenting for Education.
PUB DATE- 88
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Educational Improvement; Elementary Secondary Education; Family Environment; Homework; Mathematics Instruction; *Parent Participation; *Parents as Teachers; *Parent Student

Risk Students; *Individual Development; Outdoor Activities; Program Descriptions; *Residential Programs; *Therapy
IDENTIFIERS- Europe (West); Hahn (Kurt); *Netherlands; Outward Bound

Orthopedagogisch Centrum (OC) Michiel is a multifunctional regional institution in the Netherlands that serves troubled families and youth at risk. Outdoor programs are used as a treatment modality for adolescents with behavior disorders, drug addictions, or criminal records. Outward Bound was the first experiential outdoor program in the Netherlands, beginning in 1961. Today there are several residential treatment centers using outdoor experiential learning. Although the focus of the programs have changed over the decades, goals generally involve self-discovery and personal growth to stimulate behavior change. Research and program documentation in the Netherlands is often neglected. In the United States, more than 300 organizations run experiential programs. Examples include Outward Bound, Project Adventure, and the National Outdoor Leadership School. Programs in Germany, Switzerland, and Austria are generally based on humanistic psychology. Kurt Hahn is considered the father of outdoor experiential education. Kurt Lewin, a German social psychologist, provided insights into factors related to adventure education. A review of research on outcomes of outdoor programs is noteworthy for the absence of negative results. The staff at OC Michiel is experimenting with experiential outdoor education through activities such as trekking, rock-climbing, caving, and white-water canoeing. Although they see clear progress in the group process and personal growth, there are areas for improvement. (KS)

ED 372 882 RC 019 679

Outterson, Beth; And Others
Developing a Farmworker Disaster Plan: A Guide for Service Providers.
PUB DATE- Mar 94
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Laborers; *Community Resources; Elementary Secondary Education; *Emergency Programs; *Farm Labor; Government Role; Migrants; *Natural Disasters; Philanthropic Foundations; *Program Development; *Social Services; Training
IDENTIFIERS- *Disaster Planning; Federal Emergency Management Agency

This guide assists service providers in developing a comprehensive plan for aiding farmworkers during federally declared disasters, undeclared emergencies, and other crises that affect the agricultural industry. The first section outlines general characteristics of the farmworker population and describes how farmworkers have been overlooked during disaster relief efforts in the past. The second section explains the role of government and how disaster aid is allocated during presidentially declared and undeclared disasters. This section also introduces the four phases of comprehensive emergency management used by the Federal Emergency Management Agency and state emergency plans. The third section outlines the development of a plan, including

PUB DATE- Aug 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alaska Natives; American Indian Culture; *American Indian Education; *American Indian Languages; *Cultural Maintenance; *Curriculum Problems; Elementary Secondary Education; *Language Maintenance; *Native Language Instruction; Personal Narratives
IDENTIFIERS- ERIC Digests; Indian Nations At Risk Task Force; White House Conference on Indian Education

Reports from the Indian Nations At Risk Task Force and the White House Conference on Indian Education identify as a national priority the need to retain American Indian and Alaska Native languages both as central elements in Native cultures and as national resources. A personal narrative of an Alaska Native man who grew up in the 1930s shows the importance of his native language to his cultural upbringing, and the gradual decline of native language use across the generations of his family. A contributing factor to generational language loss was the efforts of American schools to assimilate Native children, which included punishing children for speaking their traditional language. Recent findings show that learning languages in addition to English can enhance academic performance and that developing a strong language and cultural base is strongly and positively related to high academic achievement. The conclusion reached by the Task Force and White House Conference is clear: parents, tribes, schools, and governments all have a responsibility to promote the continued use of Native languages for academic and cultural reasons. Eight recommendations for systemic change made by the conference committee responsible for language and cultural issues are listed. (KS)

ED 372 900 RC 019 734

Christenson, James A., Ed.; And Others
Rural Data, People, & Policy: Information Systems for the 21st Century. Rural Studies Series.
PUB DATE- 94
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Role; Databases; *Data Collection; Higher Education; *Information Needs; Information Networks; Information Systems; *Information Technology; Institutional Cooperation; Politics; Public Colleges; *Public Policy; Research Problems; *Rural Areas; Rural Population; *Social Science Research; Surveys

Data drive policies; a lack of information results in unresponsive or biased public policies. This book argues that current methods of gathering and interpreting data are not sensitive to the diversity and needs of people living in rural America. Emphasizing the goals of complementarity, cooperation, and responsiveness, it suggests how federal and state agencies and public universities can work together to create a more appropriate information system for developing rural policy. Three sections, focusing on the politics of data, rural data, and information technologies, contain the following 11 chapters: (1) "Rural Data Needs: The Comparative Advantage of

(055)
DESCRIPTORS- Elementary Secondary Education; Interdisciplinary Approach; *Mathematics Curriculum; *Mathematics Instruction; *Science Activities; *Science Curriculum; *Science Instruction; Technology Education
IDENTIFIERS- *Mathematics Activities

This volume of 66 promising practices in mathematics and science education developed by the 10 regional educational laboratories funded by the U.S. Department of Education's Office of Educational Research and Improvement. The laboratories' collection of programs emerged from a broad-based search, nomination, and review process reaching educators throughout the United States. This guide provides an array of innovative ideas for elementary and secondary teachers. As teachers continue their efforts to increase student achievement in mathematics and science, this guide can serve as a ready reference to model programs and practices that are already being used to improve teaching and learning in these fields. The programs and practices described in this publication range from individual classroom activities to system-wide multi-grade efforts and are categorized according to subject (mathematics, science, multidisciplinary, and technology-centered) and grade level. Each entry contains a general description, teaching strategies and assessment tools, National Center for Improving Science Education and National Council of Teachers of Mathematics standards which are met by the program, resources and materials needed for adoption, past program sponsors, and contact information. Four appendices contain listings of practices by topic, practices by title, Regional Educational Laboratories, and Regional Eisenhower Consortia and the National Clearinghouse. (MKR)

ED 372 919 SE 054 173

Gilchrist, Martha E.
Calculator Use in Mathematics Instruction and Standardized Testing: An Adult Education Inquiry. Review of the Literature, 1976-1993.
PUB DATE- Sep 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Calculators; Elementary Secondary Education; Literature Reviews; *Mathematics Instruction; *Standardized Tests; *Student Evaluation

This paper begins with cultural and historical perspectives on the use of calculators and then examines a selection of professional writings that the calculator issue has engendered during the period 1976 to 1993. The topics covered are: (1) the calculator in mathematics instruction, (2) the calculator in standardized mathematics assessment, and (3) a sample of research on the calculator in mathematics education. The conclusion includes a discussion of the interrelationship of assessment and instruction in mathematics education. Contains 77 references. (MKR)

ED 372 920 SE 054 175

Flewelling, Gary
Math Activities Using LogoWriter--Numbers & Operations.
PUB DATE- 93
NOTE- 105p.; For related documents, see SE 054 176-177. The "LogoWriter" application is not included in the package and is

professional societies, nonprofit groups and corporations; the pamphlets are grouped together under the name of the publisher or the originator. Part 3, "Films, Videotapes, Slides and Audio Tapes," supports the work of integrating gender and cultural diversity into the classroom and of providing professional development for educators. Each entry provides a brief annotation regarding content, format and grade level (elementary, secondary, staff development and postsecondary; general, wide appeal, appropriate for use with parents, community members, youth groups and board members.) (An index for audiovisual materials contains items categorized by subject headings.) (MKR)

ED 372 938 SE 054 310

Edwards, Thomas G.
Using a Model To Understand the Process of Change in a Middle School Mathematics Teacher.
SPONS. AGENCY- Ohio Board of Regents, Columbus.
PUB DATE- 12 Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (72nd, Indianapolis, IN, April 12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; Junior High Schools; *Mathematics Instruction; *Mathematics Teachers; *Middle Schools; Models; Secondary School Teachers; *Teacher Role
IDENTIFIERS- *Reform Efforts

As the current reform effort in school mathematics education continues to gain momentum, an understanding of the process by which teachers make changes in their instructional practices becomes increasingly important. The first part of this paper describes a model for teacher change using an extension of the constructivist model for learning. According to the model, six factors drive the teacher change process: (1) experiencing a perturbation, (2) having a commitment to change, (3) constructing a vision of what specific changes might look like within a teacher's own classroom, (4) projecting the teacher's self into that vision, (5) deciding to make changes within a given context, and (6) being a reflective practitioner. The remainder of the paper describes a case study designed to test the model. A middle school teacher was chosen as a subject for the study, which found that each of the six factors was demonstrated by the subject. A vignette illustrates how each of the six factors reveals itself. An appendix contains the activities used in the study. Contains 18 references. (MKR)

ED 372 939 SE 054 332

Flick, Lawrence B.
Understanding Generative Learning Models of Instruction by Elementary Teachers Trained in a Linear Instructional Process.
PUB DATE- 26 Mar 94
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research on Science Teaching (Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Strategies; Elementary Education;

Aerospace Technology Careers: The Opportunity To Soar. Information Summaries.
PUB DATE- May 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Aerospace Technology; *Career Education; High Schools; *Science Careers; *Science Education
IDENTIFIERS- *National Aeronautics and Space Administration

This document provides guidelines for the preparation of careers in aerospace, whether with the National Aeronautics and Space Administration (NASA) or private industry. The document discusses the following topics: (1) Preparing for an Aerospace Career; (2) Careers in Aerospace; (3) Employment Requirements; and (4) How To Apply. (ZWH)

ED 372 960 SE 054 704

Investing in Our Future. Science, Mathematics, Engineering, and Technology Education. Report of the FY 1994 Budget Summary. FCCSET Committee on Education and Human Resources.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; *Engineering Education; Federal Government; *Federal Programs; Higher Education; *Mathematics Education; *Science Education; Secondary Education; Technology Education
IDENTIFIERS- *Federal Coor Council Sci Engineering Techn; *Goals 2000

This is a report produced by the Committee on Education and Human Resources (CEHR) of the Federal Coordinating Council for Science, Engineering, and Technology (FCCSET) to supplement President Clinton's Fiscal Year 1994 Budget request. It describes the progress of CEHR and FCCSET in developing a coordinated Federal strategy, consistent with the National Education Goals and the Goals 2000 strategy to improve science, mathematics, engineering, and technology education in this country. Some of the topics discussed are FCCSET/CEHR strategy, budget summaries, agency roles, strategic priorities, crosscutting issues, and future activities. This document is intended to serve as a comprehensive template for policy makers, educators, and the public. (ZWH)

ED 372 961 SE 054 707

Careers in Science and Technology.
PUB DATE- Sep 93
NOTE- 107p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - General (050)

Abroad Program to Malaysia, June 26-July 24, 1993"; (9) "Pantuns Malay Poetry" (LoAnne J. Larson); (10) "History and Art of the Pacific Rim" (Paula Rance); (11) "Where in the World is Malaysia?" (Linda T. Rogers); (12) "Factors Affecting the Development of the Arts in Malaysia" (Terese M. Sarno); (13) "Malaysia: A Guide for Preparing a Readers' Theater Production" (Gail E. Scott); and (14) "Project on Malaysia" (Diane E. Erickson Smith). (DK)

ED 372 980 SO 023 952

Global Interdependence. Proceedings of the Annual Meeting of the Global Awareness Society International (New York, New York, July 1993).
PUB DATE- 93
NOTE- 382p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Awareness; Developed Nations; Developing Nations; Economic Development; Economics; *Global Approach; Higher Education; Intercultural Programs; *Intergroup Relations; International Communication; *International Cooperation; *International Education; International Programs; *International Relations; International Trade; Multicultural Education; *World Affairs; World Problems
IDENTIFIERS- *Global Education

Thirty-two articles examine the theme of global interdependence from a variety of professional and personal angles. These papers exhibit a commitment to global issues and provide perspectives on education, government, and culture. Some of the articles are: (1) "The Network Revolution and Global Awareness" (Robert Abbott; Charles Hoppel); (2) "The Competitiveness of the Agroindustry Sector in Developing Countries: The Case of Turkey" (Huseyin Ates); (3) "East European Capitalism in Formation" (Peter Bihari; Andras Vigvari); (4) "The Environmental Consequences of Modernity and the Transformation of Post-Industrial Society" (Thomas A. Bonomo; Frank Lindenfeld); (5) "The Community Challenge for Inclusion: Changing How We Think About One Another" (Jeanette R. Drews); (6) "Multicultural Education: A Historical Review" (Hussein Fereshteh); (7) "Delivery System Preferences of Nontraditional Learners" (Carol L. Hodes); (8) "Viewing Child Maltreatment Cross-Culturally" (Sue Jackson); (9) Intercultural Relations in an Emerging World Civilization" (Hsien-Tung Liu); (10) "The United Nations and Collective Security" (David McCormick); (11) "Global Standards of the Convention on the Rights of the Child: America's Children Forgotten" (Dale L. Sultzbaugh); and (12) "Financing Privatization in Newly Emerging Democracies" (Wold Zemedkun). (CK)

ED 372 981 SO 023 982

North Dakota Close Up Program. Participant Guide 1993.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.; Close Up Foundation, Arlington, VA.
PUB DATE- 93
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

skills that develop an investigative attitude and judgment formation. (CK)

ED 372 999 SO 024 252

Davis, Fran; Steiger, Arlene
Self-Confidence in Women's Education: A Feminist Critique.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Elementary Secondary Education; Females; Foreign Countries; Higher Education; *Measurement Techniques; *Research Methodology; Sciences; Self Concept Measures; *Self Esteem; Sex Bias; *Sex Differences; *Womens Education
IDENTIFIERS- *Feminist Criticism; Feminist Pedagogy

While acknowledging the research that suggests that women approach their education with lower levels of self-confidence than men, this paper raises fundamental questions about how self-confidence has been described and measured during the last two decades. The validity of work on women's attitudes toward academic success is shown to be undercut by sex biases in research methodology and in the whole nature of the educational enterprise. Women show less interest, historically and physically, in the maintenance of the current academic structures such as competitive grading systems, inflexible and timed examinations, and the division of courses into ever smaller units organized around a rigid system of tests and rewards. Women's increasing rate of entry into post secondary education is a contradiction that needs further exploration. Using an overview of the literature and some preliminary results of a research project applying feminist pedagogy in the classroom, the paper explores reasons for instituting a feminist critique of the ideology of self-confidence, particularly as it relates to higher education in the sciences. (Author/CK)

ED 373 000 SO 024 255

Development of Education, 1990-1992: Denmark. National Report. International Conference of Education (43rd, Geneva, Switzerland, September 14-16, 1992).
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; *Educational Change; *Educational Development; Elementary Secondary Education; Foreign Countries; Higher Education; Teacher Education; Vocational Education
IDENTIFIERS- *Denmark

This report by the Danish Ministry of Education begins with an outline of the Danish education system. The report generally discusses primary and lower secondary education, general upper secondary education, vocational education, and higher education before beginning more in-depth reports. The education system is undergoing constant changes due to the changes in Danish society. The government aims to maintain a high level of flexibility in order for the system to be able to adapt to

ED 373 018 SO 024 488

Jason, Alli
The Ghost Dance: The Indian Removal after the Civil War. A Unit of Study for Grades 8-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian History; American Indian Reservations; *American Indians; *Culture Conflict; Federal Indian Relationship; Grade 8; Grade 9; Grade 10; Grade 11; Grade 12; History Instruction; North American History; Primary Sources; *Religion; *Relocation; Secondary Education; Social Studies; Tribes
IDENTIFIERS- *Ghost Dance Movement; Paiute (Tribe)

This document is a collection of lessons for teaching about the Ghost Dance Movement originated by Wovoka (Jack Wilson) during the Indian removal after the Civil War. The lesson unit represents a dramatic moment in history from which students can examine the deeper meanings of the selected landmark event and explore its wider context in the historical narrative. By studying a crucial turning point in history, the student becomes aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. The dramatic moment is based on primary sources, taken from documents, artifacts, journals, diaries, newspapers, and literature from the period. The unit consists of teacher background materials and lesson plans with student resources. The teacher background section provides an overview of the entire unit and the historical information and context necessary to link the dramatic movement to the larger historical narrative. The lesson plans include a variety of ideas and approaches for the teacher. The accompanying resources consist of primary source documents, any handouts or student background materials, and bibliographies. This unit focuses on (1) the geographical location of Indians and white settlers in the West; (2) government Indian policies; (3) options available to white policymakers in this period; and (4) Native American response to the crisis of the Second Great Removal. A timeline is included. The 3 lessons are: (1) an introduction to the ghost dance and Indian removal after the Civil War; (2) the Senate debate; and (3) the ghost dance. (DK)

ED 373 019 SO 024 504

Geography Framework for the 1994 National Assessment of Educational Progress. NAEP Geography Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Concept Formation; Elementary Secondary Education; *Evaluation Criteria; *Geographic Concepts; *Geography; *Geography Instruction; Grade 4; Grade 8; Grade 12; *National Competency

Aid"; and "Homes Are Special." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 036 SP 035 377

Making Me Fire Safe. Second Grade. Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Dec 92
NOTE- 47p.; For other guides in the series, see SP 035 375-385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Fire Protection; First Aid; Grade 2; Instructional Materials; Learning Activities; Lesson Plans; Prevention; Primary Education; *Safety Education; Self Management; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the second grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of second grade students, its objectives include acquiring basic understanding of how to prevent and put out fires and developing greater self-direction to prevent and react to fire, smoke, or burn situations. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Controlling the Three Elements of Fire"; "Knowing What's Harmful"; "Smoke Awareness/Self-Action"; "Helping My Family Be Fire Safe"; and "When a Fire Occurs." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 037 SP 035 378

Positively Fire Safe. Third Grade. Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Feb 93
NOTE- 40p.; For other guides in the series, see SP 035 375-385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Fire Protection; First Aid; Grade 3; Injuries; Instructional Materials; Learning Activities; Lesson Plans; Prevention; Primary Education; *Safety Education; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the third grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of third grade students, its objectives include: (1) acquiring basic knowledge of hazards and safe storage of flammable liquids; and (2) developing positive actions to prevent fires and burns or to reduce injuries, instructional leadership, communities of teacher-researchers, and innovative scholarship. (Contains 17 references.) (JDD)

ED 373 056 SP 035 406

St. Clair, Barbara; Hough, David L.
Interdisciplinary Teaching: A Review of the Literature.
SPONS. AGENCY- Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE- Dec 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Design; Educational Philosophy; Educational Research; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Literature Reviews; Middle Schools; Research Needs; Student Development; *Teaching Models

This review examines both the popular and research literature on interdisciplinary teaching and learning at the middle grades level. The review discusses terminology; the rationale for integrating learning; and such features of the interdisciplinary approach as a curriculum plan demonstrating "connectedness," a holistic approach, preparation for citizenship, problem-solving, and teacher collaboration. Despite a multiplicity of terms and models, most interdisciplinary teaching plans are found to exhibit such common denominators as use of student-oriented and process-oriented methods of instruction, and emphasis on application and synthesis of content and skills. Interdisciplinary teaching has become an integral component of the middle level philosophy since the mid-1960s. While a good deal of useful information regarding the design of integrated curricula and the implementation of interdisciplinary units pervades the literature, little empirical evidence regarding student achievement or cognitive processes has been produced. The majority of studies have concentrated on teachers' and students' affect and the learning environment. The review concludes that research about the nature of young adolescent learners suggests that interdisciplinary curricula and instruction holds promise as a way of meeting middle grades students' developmental needs by making the subject matter relevant to real life and thus engaging them in the learning process. (Contains approximately 80 references.) (JDD)

ED 373 057 SP 035 407

Eating With Your Heart In Mind: 7 to 10 Year Olds.
PUB DATE- Nov 92
NOTE- 41p.; For related guides, see SP 035 408-410. Color illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Health; *Eating Habits; Elementary Education; Elementary School Students; *Health Education; Health Promotion; Learning Activities; *Nutrition Instruction; *Physical Activity Level
IDENTIFIERS- *Cholesterol; Fats; *Heart Health Program

The purpose of this brightly illustrated guide is to teach 7-10 year old children that all healthy Americans, 2 years of age or older, should eat in a way that is low in saturated fat and

EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Achievement Tests; Comparative Analysis; Elementary Secondary Education; English; Grade 5; Grade 8; Grade 11; Language Arts; Mathematics; Norm Referenced Tests; Public Schools; *School Districts; Scores; Standardized Tests; *State Programs; Tables (Data); *Testing Programs; *Test Results
IDENTIFIERS- Stanford Achievement Tests; *Utah

State legislation in Utah has required the administration of the same norm-referenced achievement test statewide to students in grades 5, 8, and 11, with public reporting of school and district averages from this program. These results are reported in this volume. In the fall of 1993, the Stanford Achievement Test, the test chosen by the State Testing Committee, was administered to over 100,000 students in all of Utah's 40 school districts. The overall pattern of results shows Utah students outscoring the national norm group on 16 of 18 possible comparisons. State results are strong in most areas, but there are clear opportunities for improvement. The only areas in which Utah students performed less well than the norm group were language and English at grades 5 and 8. Statewide results are summarized in a chart, and separate reports, in table form, are given for each district to show results from all curriculum areas tested. Forty tables are included. (SLD)

ED 373 078 TM 021 818

McMillan, Douglas N.; Walters, Elizabeth
The Use of Visuoconstructive Tasks in the Assessment of Attention Deficits: Towards a Standard Assessment Battery.
PUB DATE- Aug 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attention Deficit Disorders; Correlation; Educational Assessment; *Hyperactivity; Regression (Statistics); *Standardized Tests; Student Evaluation; *Test Construction; Test Use; Test Validity
IDENTIFIERS- Benton Visual Retention Test; Cognitive Control Battery; Peabody Picture Vocabulary Test; *Visuoconstructive Tasks

Findings from a multiphase project to develop a standard assessment battery for Attention Deficit Hyperactivity Disorder (ADHD) are reported. In the first study, validity of a delayed-recall administration of the Benton Revised Visual Retention Test (Benton, 1974) was examined with 30 children individually given 3 administrations of the Benton while their teachers completed the Conners' Teacher Ratings Scale-39 (CTRS-39) (Conners, 1991) for each student. A stepwise multiple regression indicated that the two variables contributing significantly were the age of the subject and the Benton-D variable. In the second study, the Peabody Picture Vocabulary Test-Revised (PPVT-R) (Dunn and Dunn, 1981) and the Cognitive Control Battery (CCB) (Santosefano, 1988) were given along with the Benton to 34 subjects. Two stepwise multiple regressions indicate that PPVT-R T-score, Benton C and D correct-scores, and two variables from the CCB contribute significantly to the regression equation. The third regression replaced the CTRS-39 with the Attention Deficit Hyperactivity Disorder Evaluation

Districts; Special Needs Students; Standardized Tests; *Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment; *California; Collaborative Research; Performance Based Evaluation

The California Assessment Collaborative (CAC) was designed as a three-year effort to identify, validate, and disseminate alternatives to standardized testing throughout the state. This report highlights the results from the first year and comments on the work of 22 diverse pilot projects that serve as examples of site-based development of performance assessments. The project must address all subject and content areas in at least two grade levels and pay particular attention to issues of assessment for students with special needs. They must pay close attention to issues and practices of assessment development at the state and national levels and must demonstrate a potential for collaboration with researchers, publishers, and other partners. Although, at the end of this first year, none of the project models is ready for dissemination, each has already contributed to the understanding of systemic change at school and district levels. Costs and the impacts of these projects are also examined. Three appendixes contain a discussion of methodology and lists of contact persons and credits. Study findings are presented in 26 figures. (Contains 31 references.) (SLD)

ED 373 099 TM 021 994

Macintosh, Henry G.
A Comparative Study of Current Theories and Practices in Assessing Students' Achievements at Primary and Secondary Level. Final Report. IBE Document Series, Number 4.
SPONS. AGENCY- International Bureau of Education, Geneva (Switzerland).
PUB DATE- Apr 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Comparative Education; *Educational Assessment; Educational Diagnosis; Educational Practices; Educational Theories; Elementary Secondary Education; *Foreign Countries; Questionnaires; Selection; Test Results; *Test Use; *Theory Practice Relationship
IDENTIFIERS- Australia; Bahrain; England; Guatemala; International Surveys; Israel; Malaysia; Namibia; Poland; Scotland; Slovenia; Wales

A study was conducted to examine and compare, in 10 selected countries, the interaction between current conceptions and theories of assessment and assessment practices. Of particular interest was the nature of changing practice and theory in assessing the learning achievements of students in elementary and secondary education, as well as the sociocultural and technical factors that are associated with gaps between theory and practice. Countries participating were Australia, Bahrain, England and Wales, Guatemala, Israel, Malaysia, Namibia, Poland, Scotland, and Slovenia. A designated representative of an institution specializing in assessment in each country completed a questionnaire about assessment practice and theory. Across all participating nations, assessment appears to be more widely used for selection than for diagnosis. Most assessment is restricted in scope and operates in a relatively restructured curriculum. In addition, there is little pressure to change in these countries. Some reasons for the situation

ED 373 119 TM 022 048

Whitener, Summer; And Others
1991-92 Teacher Followup Survey Data File User's Manual. Restricted Use Version. Schools and Staffing Survey.
PUB DATE- 1 Jul 94
NOTE- 262p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Development; Data Analysis; Data Collection; Elementary Secondary Education; Faculty Mobility; *Followup Studies; National Surveys; Persistence; *Research Methodology; Research Utilization; *Sampling; Statistical Studies; *Teacher Characteristics; Teacher Supply and Demand; Teaching (Occupation); User Needs (Information)
IDENTIFIERS- *Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES); User Guides; Variance (Statistical)

The 1991-92 Teacher Followup Survey (TFS) updates information on teacher career patterns and plans from the 1990-91 Schools and Staffing Survey (SASS) of the National Center for Education Statistics. The TFS is the fifth component of the SASS and focuses on a subsample of about 7,200 teachers. Major objectives are to determine (1) the attrition rate for teachers; (2) the characteristics of those who stay in the profession; and (3) activity or occupation data for those who leave, as well as career information for those who keep teaching. This user manual considers sample design, data collection, editing procedures, imputation of data, weighting, variance estimation, and other technical aspects. Five tables illustrate the discussion. Five appendixes contain the actual questionnaires and additional technical notes about the conduct of the survey. (SLD)

ED 373 120 UD 029 123

Making Schools Work for Children in Poverty. A New Framework Prepared by the Commission on Chapter 1.
PUB DATE- 10 Dec 92
NOTE- 106p.; Pages 1-14 have also been published as a summary of the report, see ED 362 618. Parts 3 and 4 are printed on colored stock.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Advisory Committees; Agency Role; *Children; *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Educational Change; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Federal Programs; Financial Support; Guidelines; Poverty; *Program Design
IDENTIFIERS- Commission on Chapter 1; *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; State Role

This document presents the following eight-component framework of the Commission on Chapter 1 for restructuring the Chapter 1 program: (1) have states set clear, high standards for all students; (2) devise new systems for schools to assess progress toward standards; (3) inform parents about how well their children are progressing toward standards and how they can help; (4) invest heavily in teachers, principals, and other adults in schools so that all students meet standards; (5)

already established effort to increase grant activity included the position of Associate Dean of Research with the responsibility for increasing the level of external funding and efforts to establish a clearly defined research culture. Consequently grants and contracts had dramatically increased in recent years. For this study all 106 tenure track faculty in the College of Education were surveyed of which 58 returned usable surveys. Survey findings revealed that a large percentage of faculty feel involvement in grant related activity is worth the trade-off for time spent on other scholarly efforts especially from a tenure and promotion standpoint. In fact 84 percent of those responding felt consideration in promotion and tenure decision was a very important factor regarding their involvement in the grant and contract process. Faculty perception affirmed the difficulties involved in developing a grant proposal. To help minimize the burden, most faculty requested that the university support the time consuming development process with release time and administrative support. Few respondents thought that recognition in a college publication was important. Detailed analysis of the survey responses are attached. (JB)

ED 372 670 HE 027 554

Bess, James L.; Shearer, Robert E.
College Image and Finances: Are They Related to How Much Students Learn.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 4-8 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; College Students; *Educational Finance; Educational Quality; Higher Education; *Outcomes of Education; *Private Colleges; Program Descriptions; *Reputation
IDENTIFIERS- College Outcome Measures Project; *Institutional Image; Institutional Prestige

This study investigated the relationship between college reputation, institutional financial health, and quality of education provided to the student. The study used data from a small representative sample of private four-year colleges participating in two national assessment efforts: American College Testing's College Outcome Measures Program (COMP) which provided student mean gain data, and a higher education financial audit database which provided financial ratios from accounting information. Each college's reputational indicator was determined from its description in Barron's "Profiles of American Colleges." Results indicated that: (1) data showed a remarkable lack of relationship between college reputations and the value these colleges added to students; (2) though most financial indicators showed no relationship to value added to students, higher investment in administrative/bureaucratic systems and borrowing to accomplish the goals of the institutions both correlated with higher student mean gain; and (3) regardless of the source of college funds, colleges that spend less of their total expense budget on instruction have a higher reputation than those that spend more. (Contains 19 references.) (JB)

ED 372 671 HE 027 555

Educational Facilities; Educational Finance; Educational Quality; Fund Raising; *Governance; *Governing Boards; Higher Education; Leadership Training; Legal Problems; Personnel Policy; *Private Colleges; Social Change; Strategic Planning; *Trustees

IDENTIFIERS- *Governing Board Role; Trustee Recruitment; Trustee Responsibility; *Trustee Role; Trustee Selection

This volume offers a comprehensive look at independent college and university leadership, particularly trusteeship, in 20 papers by various authors. Part 1 contains papers on the context in which trustees must function: a blend of financial, demographic, social, legal, and planning issues. Part 2 covers key responsibilities of governing boards. Part 3 offers advice on how to improve and develop board functioning. The papers are: (1) "Exercising Stewardship in Times of Transition" (Richard T. Ingram); (2) "The Demography of Independent Higher Education" (Jon W. Fuller); (3) "The Economics of Independent Higher Education" (Katharine H. Hanson); (4) "Coping with a Litigious Environment" (David M. Lascell, Sanford H. Levine); (5) "Planning for Strategic Decision Making" (Joel W. Meyerson, Sandra L. Johnson); (6) "Responsibilities of the Governing Board" (John W. Nason); (7) "Selecting the Chief Executive" (Judith Block McLaughlin); (8) "Supporting the President and Assessing the Presidency" (Shirley S. Chater); (9) "Ensuring Sound Financial and Plant Management" (John W. Pocock); (10) "Setting Investment Policy and Monitoring Performance" (Louis R. Morrell); (11) "Clarifying the Fund-Raising Role" (John W. Pocock); (12) "Communicating with Campus and External Constituencies" (Samuel Reid Spencer, Jr.); (13) "Responding to Political, Social, and Ethical Issues" (Paul N. Ylvisaker); (14) "Setting Tenure and Personnel Policies" (Richard P. Chait); (15) "Defining, Assessing, and Nurturing Quality" (E. Grady Bogue); (16) "Selecting, Orienting, and Developing Trustees" (Robert L. Gale); (17) "Organizing and Staffing The Board" (Richard T. Ingram); (18) "Making Board and Committee Meetings Work" (Richard T. Ingram); (19) "Understanding Chief Executive and Board Chair Responsibilities" (Richard T. Ingram); and (20) "Assessing Board Performance" (Barbara E. Taylor). Appended material includes a statement of board member responsibilities; a survey of independent governing board characteristics, policies, and practices; self-study criteria for independent colleges and universities; bylaws for independent colleges and universities; guidelines on conflict of interest and disclosure issues; and recommended readings keyed to chapters. Includes an index. Contains over 200 references.

ED 372 691 HE 027 576

Fitzgerald, Robert; And Others
Descriptive Summary of 1989-90 Beginning Postsecondary Students: Two Years Later. Contractor Report. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Academic Persistence; Citizen Participation; College Freshmen; College Students; *Demography; Employment; Enrollment; Family Characteristics; Followup Studies; Higher Education;

of individuals consulted for the report, and a list of basic materials for counseling offices. (MDM)

ED 372 709 HE 027 594

Riedinger, Edward A.
The Rio Educational Advising Office and the Country Coordination of Educational Advising in Brazil.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Colleges; *Educational Counseling; Foreign Countries; Foreign Students; *Guidance Centers; Higher Education; *International Educational Exchange; Program Descriptions; Reference Materials; Universities
IDENTIFIERS- *Brazil; United States

This paper describes the activities of the Office of Educational Advising (OEA), located in the U.S. Consulate-General in Rio de Janeiro, Brazil. The OEA, originally established in 1969, provides counseling to over 7,000 individuals per year who seek information about educational opportunities in the United States. The Fulbright Commission is responsible for the staffing of the OEA and its branch and related offices. The initial counseling process utilizes videotapes and an interview with an advisor to explain the basic organization of the American education system, as well as the requirements and costs of study in the United States. Individuals seeking further assistance are provided with detailed reference materials on specific programs and institutions in the United States, along with assistance in the application process. The addresses and telephone numbers of 15 counseling centers located throughout Brazil are provided. The paper concludes by examining the importance of international educational exchange and the role that educational advising plays in fostering such exchange. Recommendations for improving the capabilities of advisement centers in Brazil are also discussed. (MDM)

ED 372 710 HE 027 595

Easterling, Douglas
Learning without Education. An Interview with Lewis J. Perelman. Background Briefing Paper.
PUB DATE- Jun 94
NOTE- 9p.; A paper prepared for the American Higher Education Association's Annual Assessment and Quality Conference (9th, Washington, DC, June 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Community Colleges; *Criticism; *Educational Change; Educational Improvement; Free Enterprise System; *Higher Education; *Learning Processes; *Obsolescence; Student Centered Curriculum; *Technological Advancement; Universities
IDENTIFIERS- Perelman (Lewis J)

This interview with Lewis J. Perelman examines issues raised by his recent book, "School's Out" (1992), which describes the current educational system as an obsolete technology that is rapidly being replaced by the new metaprocess of hyperlearning.

structure and its organization. Two figures illustrate the discussion. (Contains 42 references.) (Author/SLD)

ED 372 729 IR 016 654

Eschbach, Darel
What Is the Internet, Who Is Running It and How Is It Used?
PUB DATE- Feb 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Administration; *Computer Networks; Computer Uses in Education; Diffusion (Communication); *Electronic Mail; *Information Networks; Information Transfer; Technological Advancement; User Needs (Information)
IDENTIFIERS- *Internet; *National Information Infrastructure; National Science Foundation

The Internet, for the purposes of this discussion, refers to the network that has the National Science Foundation Network (NSFNET) as its backbone. For this paper, internet is the larger connection of networks that provides a minimum basic connection for electronic mail. The network is made up of many segments structured in a multitiered hierarchy from the NSFNET backbone to the networks at participating institutions. Network operations centers and information centers provide for physical communications circuits, equipment servicing, and user support services. No one person or agency is responsible for the Internet/internet, but the system works as a result of a background culture and tradition that has developed over the years. There is a wealth of information available on how to use the Internet/internet as it exists, and a wealth of speculation about its growth in light of the planned National Information Infrastructure. Three figures, three maps, and five attachments illustrate the discussion. (Contains 11 references.) (SLD)

ED 372 730 IR 016 655

Sponder, Barry
Teaching from an Environmental Perspective: A Model for Using Instructional Technology To Promote an Integrated Curriculum.
PUB DATE- Sep 93
NOTE- 11p.; Paper presented at the Annual Conference of the Singapore Educational Research Association (7th, Singapore, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Media; *Educational Technology; Elementary Secondary Education; *Environmental Education; Foreign Countries; Instructional Design; *Integrated Activities; Intellectual Disciplines; Lesson Plans; Models; *Teaching Methods
IDENTIFIERS- Curriculum Integration Matrix

Teachers can help their students to integrate concepts from various disciplines and to develop an appreciation for the complexities of the environment through creative instructional strategies and imaginative uses of educational media. This involves teaching from an environmental perspective. This paper introduces an instructional model that uses media as a foundation for creating and implementing strategies that both

Networks; Online Systems; Secondary Education; Technological Advancement; *Telecommunications
IDENTIFIERS- Information Infrastructure; New Brunswick; Video Teleconferencing

This is the first report of TeleEducation NB, the bilingual education network of New Brunswick, Canada. The mission of TeleEducation NB is to provide residents of New Brunswick and other regions cost-effective, equitable access to a range of training, information, and educational services in both official languages, English and French. The network uses New Brunswick's telecommunications infrastructure to provide services close to 50 distance education sites in the province. Included in this report are the mission statement; values; and administrative structure of the network. The report discusses how the network functions in communities through site facilitators and cooperation. The Program Development Fund is described, including a list of recommendations for the fund. The report also discusses the technology of the network, including guidelines for selecting technology; physical configuration; technological developments; and the basic computer telecommunications system at each site. Instructions for accessing the TeleEducation online learning center are included. (JLB)

ED 372 751 IR 016 797

Barker, Florence G.
Integrating Computer Usage in the Classroom Curriculum through Teacher Training.
PUB DATE- Jun 94
NOTE- 64p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Anxiety; *Computer Assisted Instruction; Computer Attitudes; Computer Literacy; *Elementary School Curriculum; Elementary School Students; *Inservice Teacher Education; Primary Education; Questionnaires; Student Attitudes; Student Surveys; Teacher Attitudes
IDENTIFIERS- Teacher Surveys

This practicum was designed to initiate the use of computers in an elementary setting. There is a need for all teachers to be technologically informed about computers in order to properly and successfully develop a student's capability in technology. This practicum examines computer anxiety and what can be done to eliminate this fear. An analysis of this problem indicated the importance of providing teachers with opportunities to manipulate computers, evaluate software, and incorporate awareness of what is available and how to use it. The problem-solving task takes place in a K-2 elementary school located in a large southwestern metropolitan school district. A total of 27 teachers participated in a 12-week computer training in-service program. The training sessions focused on the use of the computer in the educational setting; basic computer concepts; available computer software; and hands-on experiences. The results of the practicum indicated that all the outcomes were attained. The number of teachers that attended the computer lab increased significantly. Teachers were more familiar with and confident using the computer system. The student population that utilized the computer lab also effectively supplemented classroom activities with a variety of computer programs. The surveys used in the study are included in the appendices. (Contains 32 references.)

Evaluation Criteria; Futures (of Society); Glossaries; *Information Networks; Information Services; Information Technology; *Telecommunications
IDENTIFIERS- Internet; *Networking

This guide provides a framework to help think about, choose, create, and design an electronically networked community. It is written for educators and educational entities involved with the design and implementation of educational projects. The guide will help planners and designers decide what type of networked community to create; what factors to consider in selecting an electronic network to support the community; what networks or network projects already exist to provide resources to meet the needs of the community; and how members could gain access to the network. Chapter 1 introduces some basic concepts about networked communities and relates these concepts to education. Chapter 2 identifies criteria for selecting a network, beginning with its educational purpose and concluding with connection considerations. Chapter 3 describes types of networks, characterized by factors and issues relevant to decision making. Chapter 4 presents examples of networked communities in terms of the frameworks and factors defined in the preceding chapter. Included in the appendices are descriptions of networks and/or projects mentioned; comments on the future of networking in the schools; and a glossary. (Contains 28 references.) (JLB)

ED 372 773 IR 055 145

Peskorz, Adela, Comp.; And Others
The Book Scene...Especially for Teens.
PUB DATE- 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; Fiction; Library Collections; Nonfiction; *Reading Interests; *Reading Materials

This annotated bibliography lists approximately 500 titles that reflect the diversity of interests and levels of sophistication among young adult readers between the ages of 12 and 18. Within each subject division is a varied array of fiction and nonfiction titles, some ideal for middle graders, others more appropriate for adult-level readers. The advisement "For older readers" is included in the annotation where appropriate. Subject divisions include American History; Animals and Animal Stories; Around the World, Past and Present; Art and Architecture; Artificial Intelligence; The World of Computers; Beating the Odds; Beyond the Horizon--Astronomy, Aviation and Space Exploration; The Camera Eye--Film, Photography and Video; Careers and College; Celebrating Diversity--Our Multicultural Experience; Changing Technology; Contemporary Issues; Coping; Dance; Ecology and the Environment; Extraordinary People; Games, Crafts, Hobbies and Cooking; Gay Pride; Health and Medicine; Historical Fiction; Horror; The Lighter Side; Look Your Best; Minnesota on the Literary Map; Music--Then and Now; Mystery, Suspense and the Supernatural; Novels and Short Stories; Poetry; Ponder This; Science Facts; Science Fiction and Fantasy; Sex and Sexuality; Sports; Tales of Adventure; True Crime; War and Remembrance; Wheeling Around: Books on Cars and Bikes; When the World Was Young; Archaeology, The Early World and Ancient History; Women in the Forefront; and Writing and Communicating. (MES)

ED 372 791 JC 940 426

Alvarez, Irma J.
Promoting Access to Vocational Education for Limited English Proficient Students. Final Report.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 336p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Act of 1990, P.L. 101-392; for a related document, see JC 940 427.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; *Bilingual Instructional Materials; Clerical Workers; Community Colleges; Hispanic Americans; Interpreters; *Limited English Speaking; Mentors; *Office Occupations Education; *Outcomes of Education; Program Effectiveness; Program Improvement; Secretaries; Two Year Colleges; *Vocational Education
IDENTIFIERS- Southwestern College CA

The Office Information Systems-International Program at Southwestern College, in California, was designed to provide Hispanic students with training for entry-level office employment. In 1993, a project was undertaken to develop and pilot intervention strategies to assist limited-English proficient students in the program's intensive general business, medical, and legal courses. First, 45 local employers were surveyed to determine their needs in relation to employees' oral, written, reading, listening, cross-cultural communication, and translation abilities. In addition, surveys were conducted with 317 English-as-a-Second-Language students at the college to identify needs and goals. Career counseling was also expanded and tailored to encourage students to progress beyond the one-semester intensive courses, while curricula for five courses were restructured to enhance articulation with degree courses. The fifth objective involved training five peer mentors/tutors to provide in-class assistance, while the final two objectives included the development of a model program guide and its dissemination to deans at over 100 California community colleges. To evaluate the program, 20 students enrolled in fall 1993 and spring 1994 were surveyed to determine outcomes. Of these, 47% were in jobs related to office training; 37% were in jobs not related to training; 52% were in business programs at a higher level; and 63% continued taking classes, most at Southwestern. Appendixes include employer and student surveys, revised curricula, tutor training agenda, mentor questionnaires, a bilingual careers seminar program, learning modules for bilingual medical and legal terminology, and the model program guide for Vocational English as a Second Language. (KP)

ED 372 792 JC 940 427

Alvarez, Irma J.
Model VESL Program Guide, Office Information Systems, International: One Semester Intensive Training Certificate of Achievement Programs in General, Medical, and Legal Office.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE- 1 Jun 94
NOTE- 32p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Act of 1990, P.L. 101-392;

university, state college, and community college to share an educational complex; funding provided in Illinois to support regional academic centers; authorization by Florida legislation for construction of joint-use facilities; and California community colleges' history of offering credit courses at high schools, four-year campuses, leased community space, and business sites. Finally, policy options are presented for creating planning guidelines and grants, developing stricter approval criteria for building new facilities, encouraging cooperative planning, and seeking supporting legislation and funding. (Contains 20 references.) (KP)

ED 372 809   JC 940 450

Cutting the Cost of New Community College Facilities: Streamlining the Facilities Approval Process. Commission on Innovation Policy Discussion Paper Number 3.
PUB DATE- Jun 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; College Planning; Community Colleges; Earthquakes; *Educational Facilities Planning; Educational Finance; Educational Legislation; *Facility Guidelines; Policy Analysis; *School Construction; *State Aid; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Intended to provide background information and preliminary options for the California Community Colleges' Commission on Innovation, this document proposes that approval processes for new facilities be simplified and that restrictions on the lease or purchase of off-campus facilities be eased. Following introductory materials detailing the Commission's charge, the proposal for simplifying the state approval processes is presented and background is provided on the current process. This section includes a sample table of steps in the approval process by time taken to complete each step, indicating that it takes at least 37 months to achieve state approval and funding, and reviews problems with this time-consuming process, including increases in cost; the unpredictability of inflation; and difficulties in responding to changing demography, technology, and employment patterns. Background is also provided on current restrictions to leasing or purchasing off-campus space, indicating that currently districts may not be able to rent for more than 3 years if the site does not meet the Field Act earthquake safety requirements which are stricter than commercial standards. Finally, the following policy options are presented: (1) using block grants, appropriated by the legislature to the Board of Governors, for capital spending; (2) accelerating construction funding schedules; (3) strengthening district planning capabilities; (4) removing the community colleges from Field Act requirements; (5) waiving utilization rules to support purchases of off-campus facilities; and (6) strengthening the analysis capacity of the Chancellor's Office. (KP)

ED 372 810   JC 940 451

Reducing the Need for New Facilities through Fuller Use of Existing Facilities. Commission on Innovation Policy Discussion Paper Number 4.
PUB DATE- Sep 92

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Conflict; *Conflict Resolution; *Cooperation; *Interpersonal Competence; Interpersonal Relationship; *Preschool Children; Preschool Education; *Prosocial Behavior; Social Development; Values; Values Clarification; Values Education
IDENTIFIERS- *Learning Environment; Negotiation Processes; Nonviolence

This guide provides detailed and useful information about how to help children develop skills that allow them to practice conflict resolution. The first section, "The Setting," considers the environment and how it can enhance the qualities required for successful conflict resolution and minimize unnecessary conflict. The four chapters in this section discuss goals and objectives, personal values clarification, the physical environment, and definition of limits. The second section, "Interacting with Children," considers the daily role adults can play in helping children develop the attitudes and skills necessary for conflict resolution. The five chapters in this section discuss play alternatives that stress cooperation; the influence of books on children's understanding of themselves, others, and the conflicts they experience; and the basic skills in conflict resolution--empathy and understanding of consequence, communication, and negotiation. The final section contains 30 different activities that were each designed to meet several of the following objectives: cooperative task completion; improved communication skills; body awareness; self-esteem or affirmation; altruistic behavior; analogy and consensus; preliminary activity (to establish basic skills); and fun. The appendix includes a list of 17 additional resources and groups. Contains 71 references. (TJQ)

ED 372 828 PS 022 374

Bowen, Linda K.; Sellers, Sherrill
Family Support & Socially Vulnerable Communities: Three Case Studies and Lessons Learned.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Community Programs; *Community Services; *Family Programs; Program Descriptions; Program Development; Program Implementation; *Social Services
IDENTIFIERS- California (San Diego); District of Columbia; Family Intervention; *Family Resource and Support Programs; *Family Support; Missouri (Saint Louis); Parent Empowerment; Program Characteristics

This report provides three case studies illustrating the characteristics and general nature of selected family support programs in socially vulnerable communities. The profile of each program provides in-depth information about how the program operates. Fundamental barriers to program development and service provision are identified, and specific strategies that programs have developed to overcome these barriers are described. The first chapter of the report traces the evolution of family support programs in vulnerable communities and discusses the special issues and challenges that emerged as family support took its first step toward serving these communities. The next three chapters provide detailed

Peck, Magda G., Ed.
Improving Urban MCH Linkages: Highlights of the 1993 Urban Maternal and Child Health Leadership Conference.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 94
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; *Child Health; Children; Family Programs; *Health Programs; *Health Promotion; Home Visits; Mothers; Pregnancy; Preventive Medicine; Public Health; Substance Abuse; Urban Areas
IDENTIFIERS- Access to Health Care; Family Support; *Maternal and Child Health Services; *Maternal Health; Medicaid

This report contains selected presentations from the 1993 Urban Maternal and Child Health Leadership Conference. Following welcoming remarks by Carolyn Slack, two presentations discuss improving urban maternal and child health (MCH) linkages. "Pittsburgh's Alliance for Infants," by Virginia Bowman, describes a comprehensive in-home follow-up program serving very low birthweight babies and their families. "The Case of Orange County, California's 'Child Health Network,' A Public/Private Partnership," by Len Foster, Anthony R. Edmonds and David Ward, discusses the Child Health and Disability Prevention Program. It describes the treatment unit of the program and also includes comments by one of the health care providers participating in the program. The next two presentations focus on the role of urban health departments in Medicaid managed care. "Publicly Funded Managed Care and Children's Health, An Urban Perspective," by Magda G. Peck addresses some of the issues and concerns associated with managed care programs. "Lessons from Boston, Massachusetts," by Lillian Shirley relates experience with Medicaid managed care in Boston, Massachusetts. Conference closing remarks are by Kathy Carson. The second section of the report presents profiles of successful urban MCH programs. It includes profiles of urban health department initiatives from over 90 cities in the United States. This section also includes conference profiles in the following categories: (1) improving outcomes of pregnancy; (2) improving access to health care; (3) improving primary and preventive care for children; (4) improving primary and preventive care for adolescents; (5) reducing and treating substance abuse; and (6) improving urban public health systems. More specific conference information is covered in 4 appendices: the planning committee, the program, participating Urban MCH leaders, and participating co-sponsors, speakers and guests. (TJQ)

ED 372 847 PS 022 589

Swick, Kevin J.
A Resource Guide for Developing Parent Education & Family Literacy Programs in Early Childhood.
PUB DATE- Jun 94
NOTE- 30p.; Published by School Improvement Council Assistance (SICA) for South Carolina's School Improvement Councils.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Relationship; Reading Instruction; School Attitudes; Science Instruction; Study Habits; Study Skills; Teaching Methods
IDENTIFIERS- *Learning Environment

Intended to influence parents to play an important role in their child's education, this guide is an educational how-to book written in simple, easy-to-understand language, showing parents how to engage in activities with their children at home that will upgrade academic performance at school. The book covers 77 concepts, each presented as a separate article. Each article is organized to present a specific problem confronting some learners; discuss a potential solution; and, outline the solution. The articles include the following: (1) parental attitudes and the child's learning environment; (2) reasoning situations; (3) training memory; (4) vocabulary enrichment; (5) educational planning; (6) laying a reading foundation; (7) socialization of the young; (8) supporting a budding scientist; (9) creating a mathematical environment; (10) classroom attitudes; (11) setting achievement goals; (12) self discipline; (13) medical problems interfering with learning or school performance; (14) help for dyslexia; (15) tips for better reading; (16) studying; (17) task sequence; (18) teen depression; (19) relieving the drudgery of learning difficult concepts; (20) encouraging underachievers; (21) parent-child games; and (22) choosing the right college. (HTH)

ED 372 865 PS 022 671

Powell, Tammie; Taylor, Stephen
Taking Care of Risky Business.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; Classroom Environment; Cognitive Style; Educationally Disadvantaged; *High Risk Students; Intermediate Grades; Junior High Schools; Program Descriptions; Program Effectiveness; School Attitudes; Self Esteem; Student Adjustment; Student Attitudes; Student Characteristics; *Student Needs; *Teaching Methods
IDENTIFIERS- Lexington School District 5 SC; Middle School Students

American children do not bring uniform characteristics to the school setting. The at-risk student actually learns, behaves, and thinks differently from the student considered ideally suited to traditional programming. The poor "fit" between the at-risk students' natural characteristics and the expectations of the traditional school setting can be devastating. While easily mistaken for unmotivated, lethargic, disruptive detractors, these are often bright, talented persons in need of a specially designed environment. The Dent Middle School in Columbia, South Carolina, has developed a program called Target Lab which promises success for at-risk students. The program's alternative climate has removed or neutralized those elements of the traditional setting that thwart the at-risk cognitively, socially, and emotionally. The primary focus is on performance, and students learn that their own behavior can lead to success. Program personnel--a full-time teacher, half-time teacher, volunteers and guidance counselors--use a variety of outside sources and agencies to provide services which strengthen the student and his or her family. The Target students complete much of their work with specially designed software that offers immediate feedback on performance, allowing students to researching the community, coordinating with other agencies, sharing information about resources, determining whether resources meet needs, and annexing the plan to the state emergency operations plan. Also included are ideas for in-staff training and an assessment tool for assessing farmworker damage. The next section includes forms and instructions for evaluating service strengths and weaknesses. The last section lists names and addresses of contacts and resources for social workers, teachers, and others who work with migrant farmworkers. Included are descriptions of federal disaster programs for farmworkers and a listing of state resources and foundation resources. Includes a glossary. (LP)

ED 372 883 RC 019 686

DeYoung, Alan J.; And Others
The Cultural Contradictions of Middle Schooling for Rural Community Survival.
PUB DATE- Jul 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Early Adolescents; *Educational Change; Educational Philosophy; *Instructional Program Divisions; Intermediate Grades; Junior High Schools; *Middle Schools; *Rural Schools; School Closing; *School Community Relationship; *School Organization
IDENTIFIERS- *Community Viability

During 1968-91, middle schools were the only school type to grow in number, increasing by over 400 percent. Middle school advocates focus on early adolescents' need for developmentally appropriate institutions, but show only a weak historical understanding of the emergence and status of middle schools. Critical factors in early support for the middle school movement included urban interests in countering de facto school segregation without use of busing, urban overcrowding of elementary and high schools, and a "bandwagon effect"--the desire to appear modern and reform oriented. The emergence of rural middle schools under the cloak of psychological progress can be destructive to both the declining sense of community in America, and to the actual persistence of many rural communities still organized around K-8 or K-6 public elementary schools. Examination of the National Center for Education Statistics's Common Core of Data indicates that the construction of rural middle schools has led to the closing and consolidation of rural elementary schools. During the school years 1987/88-1991/92 the proportion of schools that were middle schools increased 20 percent in rural areas, was unchanged in suburban areas, and decreased 6 percent in urban areas. At the same time, the proportion of rural schools that were K-8 declined precipitously. Emerging school reform agendas that provide alternatives to the "inevitability" of consolidation include efforts to restructure schools as caring communities (requiring active parent and community participation), and the development of rural schools as centers for integrated social services. Contains 52 references. (SV)

ED 372 884 RC 019 696

Rural Information Network.
PUB DATE- May 94
NOTE- 7p.
LANGUAGE- English

University Research" (James A. Christenson and Edwin H. Carpenter); (2) "The Politics of Information" (Jerry R. Skees and Louis E. Swanson); (3) "Rural Data Needs in Rapidly Changing Times" (James T. Bonnen); (4) "Multiple-Level Data Sets" (Glenn L. Nelson); (5) "Longitudinal Data Sets for Rural Poverty Research" (Ann R. Tickamyer and Melissa Latimer); (6) "Rural Family Studies: Multiple Wave, Multiple Indicator Data" (Frederick O. Lorenz and Rand D. Conger); (7) "Sampling Frames for Rural Household Surveys" (Robert D. Tortora); (8) "Qualitative Insights to Enhance National Information Systems" (Janet L. Bokemeier and Kristen R. Yount); (9) "Surveys and Rural Data Needs" (Don A. Dillman); (10) "New Social Science Research Technologies" (Edwin H. Carpenter); and (11) "Geographic Information Systems and Rural Data" (Steven D. Shultz and Robert MacArthur). Contains name and subject indexes and contributor profiles. (SV)

ED 372 901 RC 019 737

Montecel, Maria Robledo, Ed.; Supik, Josie Danini, Ed.
School Choice. IDRA Focus.
PUB DATE- Aug 94
NOTE- 17p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Disadvantaged; Educational Quality; Educational Strategies; Elementary Secondary Education; *Equal Education; Hispanic Americans; Mexican American Education; *Minority Groups; Private School Aid; *Public Schools; *School Choice
IDENTIFIERS- *Texas

This newsletter contains five articles on the implications of school choice for minority and disadvantaged students. "School Choice: Choices for Whom? Promises and Panaceas," by Maria Robledo Montecel, discusses some major problems related to school choice and vouchers, particularly who would have the choice (families or schools), who would pay for transportation, and what would "choice" mean for special needs students. "Ethnicity and School Performance in Bexar County," by Maria Robledo Montecel and Jose A. Cardenas, examines 1993 results of the Texas Assessment of Academic Skills (TAAS) in one Texas county and finds that school district performance had very strong negative relationships to percentage of Hispanic students and percentage of economically disadvantaged students. From these groups' perspective, there were no high performing districts and therefore, little justification for initiating school choice plans. "Rio Grande City: A Case Study in TAAS Performance," by Maria Robledo Montecel, Mercedes G. Ramos, and Jose A. Cardenas, describes educational strategies leading to dramatic improvements in TAAS scores in a border school district whose students are predominantly Mexican American, economically disadvantaged, and limited-English-proficient. "In Search of a Label: A Commentary on School Choice," by Bradley Scott, suggests that "self-initiated public school site selection" or some other label replace the confusing term "school choice" to designate strategies that promote public school improvement through equitable and empowering choice mechanisms for all students. "School Choice: Limited Choices for Minority and the Poor," by Roy Lee Johnson, reflects on arguments for and against school choice. (SV)

ED 372 902 RC 019 742

necessary for using the disk files.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Arithmetic; *Computer Assisted Instruction; Diagrams; Division; Elementary Secondary Education; *Estimation (Mathematics); Fractions; *Geometry; *Mathematics Instruction; Multiplication; *Problem Solving; Subtraction; Visualization; Worksheets
IDENTIFIERS- *Computer Integrated Instruction; Conjectures (Mathematics); *LOGO Programing Language; Mathematics Activities

This book is one in a series of teacher resource books developed to: (1) rescue students from the clutches of computers that drill and control; and (2) supply teachers with computer activities compatible with a mathematics program that emphasizes investigation, problem solving, creativity, and hypothesis making and testing. This is not a book about Logo, but about mathematics and thinking mathematically. Many chapters require no Logo skills. Each chapter may include as many as seven sections: summary box, getting started, instructions, examples, activities, key summary, and worksheets and includes appropriate grade-level designations. The chapters in this book are: (1) Counting, (2) Number Rods, (3) Counting Identical Groups, (4) Number Boards, (5) Adding and Subtracting, (6) Adding and Subtracting Larger Numbers, (7) Addition and Subtraction Facts, (8) Multiplication and Division, (9) Division on a Polygon, (10) The Number Cruncher, (11) Fraction Strips, (12) Estimation Exerciser, and (13) Approximate Numbers. Appendices include a summary of LogoWriter keys (Apple IIe/IIc, IBM, and Macintosh), a quick reference (LogoWriter Primitives and Special Words), and additional primitives for the Macintosh. (MKR)

ED 372 921 SE 054 176

Flewelling, Gary
Math Activities Using LogoWriter--Investigations.
PUB DATE- 93
NOTE- 90p.; For related documents, see SE 054 175-177. The "LogoWriter" application is not included in the package and is necessary for using the disk files.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Computer Assisted Instruction; Decimal Fractions; Diagrams; Elementary Secondary Education; *Geometry; *Mathematics Instruction; *Polygons; *Problem Solving; Visualization; Worksheets
IDENTIFIERS- *Computer Integrated Instruction; Conjectures (Mathematics); Greatest Common Factor (Mathematics); *LOGO Programing Language; Mathematics Activities

This book is one in a series of teacher resource books developed to: (1) rescue students from the clutches of computers that drill and control; and (2) supply teachers with computer activities compatible with a mathematics program that emphasizes investigation, problem solving, creativity, and hypothesis making and testing. This is not a book about Logo, but about mathematics and thinking mathematically. Many chapters require no Logo skills. Each chapter may include as many as seven sections: summary box, getting started, instructions, examples, activities, key summary, and worksheets and includes appropriate grade-level designations. The chapters

*Elementary School Teachers; *Inquiry; *Inservice Teacher Education; *Mastery Learning; Science Instruction; Teaching Methods

IDENTIFIERS- *Generative Processes

Teachers often maintain that there is very little classroom time available for student inquiry which leads to in-depth questioning of subject matter, and improves performance levels. In addition, teachers often assert that there is little time for unit planning. To examine these problems, a group of teachers (n=24) were involved in a study designed to obtain insight regarding the following questions: (1) how do teachers who use the instructional process model understand a generative learning model (a form of inquiry teaching) when presented as the preferred model for teaching science in the elementary school?; (2) what are specific points of conflict between the two models?; (3) what are points where the models are complementary?; and (4) how can generative learning model be communicated effectively to a broader range of teachers? The results indicated that these teachers felt that it was easier to teach using the traditional instructional process model largely because of the added skills and attitudes that must be considered in generative teaching. Also included in the article are points of conflict and similarity of the two models and implications for teacher education. (ZWH)

ED 372 940 SE 054 372

Walen, Sharon B.

Students' Prejudices and Algebra Reform: Value, Ability, and Self.

PUB DATE- Apr 94

NOTE- 22p.; For companion study, see SE 054 378.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Algebra; *Beliefs; *Bias; Case Studies; *Educational Change; High Schools; *High School Students; Interviews; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Observation

IDENTIFIERS- Mathematics Education Research; *Reform Efforts

For effective educational reform, a teacher must be aware of students' views of their role in the classroom culture, and only then may a teacher assist students to become aware of their own prejudices and resistance to change in the classroom structure. This paper discusses a study that investigated the changing student role, particularly from the student viewpoint, which provides an essential description of problematic areas that teachers may address in their implementation of current mathematics education reform goals. Observed in the study were (n=52) students from two algebra classes of a teacher dedicated to changing her teaching methods, and in particular the classroom talk, from traditional interchanges to the type of discourse recommended by the NCTM Standards. Five students from each class agreed to serve as key informants and to participate in a journal exchange and interviews with the researcher. Discussion includes a summary of the students' views prior to analysis and analysis of factors that influenced students' classroom perceptions, such as the value of classroom algebra, mathematics as memorized facts, and effort and ability. Contains 26 references. (MKR)

ED 372 941 SE 054 378

Walen, Sharon B.

Identification of Student-Question Teacher-Question Student-

DESCRIPTORS- Career Education; Engineering Education; Higher
  Education; *Science Careers; *Science Education; *Scientists;
  Secondary Education; *Technology Education
IDENTIFIERS- Department of Energy; National Aeronautics and Space
  Administration; National Technical Association

Choosing a career can be a time consuming and difficult task. This book is intended to serve as a reference for today's youths as they make decisions on their career goals and college education. The book contains descriptions of the various scientific and engineering fields and their associated requirements, guidance in college curriculum, and biographical examples of successful scientists and engineers. Also included is a listing of the national, regional, and local education programs for teachers and students sponsored by the Department of Energy, National Aeronautics and Space Administration, and the National Technical Association. (ZWH)

ED 372 962   SE 054 723

Malinowsky, H. Robert
Reference Sources in Science, Engineering, Medicine, and
  Agriculture.
PUB DATE- 94
NOTE- 355p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- *Agriculture; Annotated Bibliographies; *Citations
  (References); *Engineering; Higher Education; *Medicine;
  Resource Materials; Science Education; *Sciences; Secondary
  Education

This document is a bibliographic guide of over 2,400 titles in science, engineering, medicine and agriculture. This book is intended for use by librarians for reference updates, researchers and students who need to access information but who are unfamiliar with the particular discipline, and for information science students learning about the literature in these disciplines. Chapters one and two are contributed chapters that provide insight into serials pricing and into how scientists communicate. Chapter three discusses the various sources in which reference materials can be found, while chapter four outlines the formats in which reference materials may appear. Chapters five through nine contain bibliographic material. Each entry in these sections is briefly annotated but not formally reviewed. (ZWH)

ED 372 963   SE 054 724

Fitzsimmons, Stephen J., Ed.; Kerpelman, Larry C., Ed.
Teacher Enhancement for Elementary and Secondary Science and
  Mathematics: Status, Issues, and Problems.
SPONS. AGENCY- National Science Foundation, Washington, DC.
  Directorate for Education and Human Resources.
PUB DATE- Feb 94
NOTE- 357p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education;
  *Inservice Teacher Education; *Mathematics Instruction;
  *Science Curriculum; *Science Instruction; *Teacher Improvement

In order for teachers to improve their effectiveness, they must be knowledgeable about student learning, curriculum developments, and new instructional approaches. This document

DESCRIPTORS- Citizenship Education; *Citizenship Responsibility; Learning Activities; *Legislators; Secondary Education; *State Government; Student Participation
IDENTIFIERS- *North Dakota Close Up

This document is a guide to the North Dakota Close Up Experience for 1993. The document is divided into six sections. The first section is an introduction with a national profile of the Close Up Program, an overview of the North Dakota program and list of goals, maps and exercises to help the participant learn the way around the state capitol building, program evaluation sheets for students and teachers, and a preliminary agenda. The second section is a student guide with parts on planning for the state Close Up Experience, student participant guidelines, preparatory questions, and information about testifying before legislative committees. The third section, devoted to state government and how the legislative system works, has 12 parts: (1) a general discussion of state government; (2) the role of the executive branch; (3) the role of the state legislature; (4) organization of the legislative branch; (5) the role of the legislative council; (6) legislative standing committees; (7) bills and resolutions; (8) drafting of bills and resolutions; (9) amending a bill or resolution; (10) North Dakota legislature (floor action); (11) North Dakota legislative order of business; and (12) legislative terms. The fourth section contains miscellaneous information on the news media, lobbying and interest groups, adoption of administrative rules, and election of legislators. The fifth section gives instructions for extending the Close Up Experience. The sixth section covers program activities and selected issues. (DK)

ED 372 982 SO 023 983

Ballin, Amy; And Others
Trash Conflicts: A Science and Social Studies Curriculum on the Ethics of Disposal. An Interdisciplinary Curriculum.
PUB DATE- 93
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Ecology; Educational Resources; *Environmental Education; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Science Instruction; Social Studies; *Waste Disposal

Designed for middle school science and social studies classes, this document is a curriculum on waste disposal. Mathematics and language skills also are incorporated into many of the activities. In the study of trash disposal, science students benefit from understanding the social issues related to the problem. Social studies students need scientific background knowledge in order to understand the social issues. This curriculum is organized so that the first activities give a general sense of the scope of today's trash disposal problem. Students learn about the amount of trash that is created and the methods by which people dispose of it. Activities that might be classified as more scientific include experiments in which disposal methods are tried in the classroom. Activities that might be classified as more "social studies" include readings, discussions, and role plays about the controversies concerning various methods of disposal and use of resources. Later activities focus specifically on hazardous waste and the issues of environmental safety and social justice related to changes and new goals, and to ensure a high level of educational standards in the population. The remainder of the report is divided into 2 sections. The first section is on the development in the individual major sectors from 1990-92. This section discusses the "folkeskole" or municipal primary and lower secondary school; the gymnasium or upper secondary school; vocational education and training; teacher training; the combined kindergarten, recreation center, and socio-educational teacher training program; and higher education. The second section discusses transversal initiatives including free institutions, open education, educational support, and international activities. (DK)

ED 373 001 SO 024 258

Coleman, Carolyn I.
Comparing Course Content and Awarding Credit for Nonacademic Training Programs for International Providers of Child and Youth Services under Federal Sponsorship.
PUB DATE- 94
NOTE- 84p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Academic Records; *Continuing Education; *Course Content; Course Descriptions; Course Organization; Course Selection (Students); Credits; Educational Administration; Educational Planning; Education Service Centers; *Nontraditional Education; *Postsecondary Education; Professional Training; Trainers; Training Objectives
IDENTIFIERS- Continuing Education Programmers; *Cross National Studies; Youth Studies

In coordination with training officers, student programming agents, and students, a system was designed that would allow a comparative analysis of nonacademic courses offered by U.S. institutions and international providers of children and youth services, permit students to earn internationally recognized continuing education units, and establish a computerized record system that would include pertinent training course and credit information. Materials were prepared in the practicum for nonacademic training programs that would hold training providers more accountable for offering what they advertise, and a system was designed to ensure that nonacademic study by international providers of child and youth services was recognized through granting internationally recognized credit. Besides the organization of a student nonacademic advisory council, meetings with stakeholders ascertained what was most needed to develop a system for tracking courses taken by international nonacademic students under federal sponsorship. Analysis of the data revealed that the more information given about a course when it was announced, the greater the likelihood of the student and funding agency choosing the best continuing education course to meet the defined student needs. Students were more likely to want to remain lifelong learners when they knew that their nonacademic courses would be recognized internationally. (CK)

ED 373 002 SO 024 262

Hensley, Beth H.
Physical Attractiveness and Self-Esteem in Middle Childhood: Do Recent Life-Span Developmental Texts Perpetuate or Challenge Gender Stereotypes?

Tests; Social Studies
IDENTIFIERS- *National Assessment of Educational Progress

This document provides the framework to guide the development of assessment instruments for the 1994 National Assessment of Educational Progress (NAEP) in geography. This framework is designed to assess the outcomes of students' education in geography in grades 4, 8, and 12 as part of the NAEP. The document draws from the five themes of geography, often used to organize instruction. It melds key physical science and social science aspects of geography into a cohesive and topical whole. It focuses on what geography students should know to be competent and productive 21st century citizens, and uses 3 content areas for assessing the outcomes of geography education: (1) space and place; (2) environment and society, and (3) spatial dynamics and connections. Space and place, which encompasses geography's basic fundamentals, should be assessed by 40 percent of the questions at grades 4, 8, and 12. The other content areas, which are more sophisticated, should be assessed by 30 percent of the questions at each of the 3 grade levels. This framework and its 3 content outcomes serve to clarify specifics of subject matter that should be measured in the 1994 NAEP geography assessment. This document contains four chapters. The first discusses the nature of geography education and the geography curriculum. The second provides an overview of the framework for the 1994 NAEP geography assessment. The third lists specifics of the framework content in three areas. The fourth chapter discusses characteristics of the assessment. (DK)

ED 373 020 SO 024 558

Hoge, John D.
Achieving History Standards in Elementary Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; Educational Objectives; Elementary Education; *Elementary School Curriculum; *History Instruction; *Resource Materials; *Social Studies; Teaching Methods; United States History; World History
IDENTIFIERS- ERIC Digests; National Education Goals 1990; National History Standards Project

This ERIC Digest discusses the National History Standards and their implementation in elementary education. The National Standards, along with recent research on history learning, have influenced curriculum guides, textbook revisions, and new instructional materials in various formats. This digest summarizes research on children's ability to learn history and different teaching methods. It explains that the National Standards project divides thinking skills into five categories: (1) chronological thinking; (2) historical comprehension; (3) historical analysis and interpretation; (4) historical research capabilities; and (5) historical issues analysis and decision making. Content standards are divided into three sets: (1) K-grade 4; (2) U.S. history for grades 5-12; and (3) world history for grades 5-12. The set of nine content standards for grades K-4 is divided into five topics: (1) living and working together in families and communities, now and long ago; (2) the history of students' own state or region; (3) the nation; (4)

especially related to electrical and/or metallic objects. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Discovering Fire and Burn Safety"; "Safety with Combustible and Flammable Materials"; "Planning and Responding"; "Being Responsible"; and "Telling Others about Fire and Burn Safety." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 038 SP 035 379

Fire Safety: Stop the Heat. Fourth Grade. Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Feb 93
NOTE- 42p.; For other guides in the series, see SP 035 375-385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Services; Emergency Programs; *Fire Protection; Grade 4; Injuries; Instructional Materials; Intermediate Grades; Learning Activities; Lesson Plans; Peer Influence; Prevention; *Safety Education; Self Motivation; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the fourth grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of fourth grade students, its objectives include: (1) understanding principles of extinguishing fires, (2) investigating issues of peer pressure related to fire setting, (3) developing self-motivation to effect changes with family involvement, and (4) exploring the role of the fire service in the community. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Science of Fire"; "Pressure--Off"; "Smoke and Gases"; "Safe Get-Away"; and "Emergencies." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 039 SP 035 380

Charged Up for Fire Safety. Fifth Grade. Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Mar 93
NOTE- 39p.; For other guides in the series, see SP 035 375-385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Services; *Fire Protection; First Aid; Grade 5; Injuries; Instructional Materials; Intermediate Grades; Learning Activities; Lesson Plans; Prevention; *Safety

cholesterol so as to help reduce the risk of heart disease. The theme reflected throughout the manual is that changes in eating patterns help lower blood cholesterol levels and prevent heart disease in adulthood. The booklet emphasizes the following concepts: (1) things that might cause heart problems are high blood pressure, smoking, and weighing too much; (2) eat right for a healthy heart, get plenty of exercise, and do not start to smoke; (3) a healthful diet is a balanced diet which is low in saturated fat and cholesterol; (4) different foods provide different nutrients--what a balanced diet looks like; and (5) food groups to choose and food groups to decrease. Learning activities are provided for: various food groups and dairy products low in saturated fat and cholesterol; planning meals; separating the food groups in one dish meals; the importance of breakfast; planning a bag lunch; and the value of snacks. Activities are carried out through coloring, puzzles, connecting the dots, and games. (LL)

ED 373 058 SP 035 408

Heart Health...Your Choice. 11-14 Year Olds.
PUB DATE- Nov 92
NOTE- 44p.; For related guides, see SP 035 407-410. Color illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Health; *Eating Habits; *Health Education; Health Promotion; Intermediate Grades; Junior High Schools; Learning Activities; *Nutrition Instruction; *Physical Activity Level
IDENTIFIERS- *Cholesterol; Fats; *Heart Health Program

The purpose of this illustrated booklet is to teach 11-14 year old students that all healthy Americans, 2 years of age or older, should eat in a way that is low in saturated fat and cholesterol to help reduce the risk of heart disease. The guide is designed to promote changes in eating patterns, to show children how to switch to good eating habits, and to tell students how to choose a variety of foods. In addition, other healthful behaviors such as regular physical activity to lower blood cholesterol levels are stressed. Emphasis is placed on: how different parts of the heart work together to pump blood through the body; controlling risk factors for heart disease; different nutrients needed to stay healthy; the richest source of calories--eating too much fat; how saturated fats raise blood cholesterol levels; and how to choose foods that are lower in saturated fat and cholesterol. In addition, vending machine food, the creation of bag lunches, eating out, fast foods, and exercise are addressed. Learning activities include filling in a family tree to determine how heredity influences blood cholesterol levels, and tracking one's own blood cholesterol levels. (LL)

ED 373 059 SP 035 409

Hearty Habits. Don't Eat Your Heart Out. 15-18 Year Olds.
PUB DATE- Sep 93
NOTE- 65p.; For related guides, see SP 035 407-410. Color illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Scale as the dependent variable. Results across both studies indicate that both the Benton and the CCB are significant predictors of teacher ratings of ADHD. implications for the development of a standard battery for the assessment of ADHD are discussed and suggestions are made for future research. (Contains 16 references and 5 tables.) (Author/SLD)

ED 373 079 TM 021 819

McMillan, Douglas N.; And Others
Developing a Battery for Assessing Attention Deficits in Children.
SPONS. AGENCY- Southeastern Oklahoma State Univ., Durant.
PUB DATE- Aug 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; *Attention Deficit Disorders; Auditory Stimuli; *Children; Correlation; Educational Assessment; *Hyperactivity; Identification; Models; *Test Construction; Visual Stimuli
IDENTIFIERS- *Distraction

A multi-method approach to the diagnosis of attention deficit hyperactivity disorder was investigated for the purpose of developing an assessment model that could detect the subjects' level of functioning within Mirsky's (1987) four phases of attention and to determine if the primary distractors were by auditory, visual, or combined stimuli. Thirty-two subjects, ages 9 to 12, were assessed using a battery consisting of 8 different instruments, each one selected for its design to assess at least one of the 4 phases of attention as well as one of the stimulus categories. The results from the battery of tests were compared with the Continuous Performance Task variables (Mirsky, 1987) and two teacher rating scales. Two stepwise multiple regressions and two canonical correlations were used to analyze the data, and the results indicate extremely high multiple correlations with the two teacher ratings and with identifiable dimensions of the battery that assess two out of Mirsky's four phases of attention. Practical implications are discussed. (Contains 17 references and 3 tables.) (Author/SLD)

ED 373 080 TM 021 949

Davinroy, Kathryn H.; And Others
"How Does My Teacher Know What I Know?" Third Graders' Perceptions of Math, Reading, and Assessment.
PUB DATE- Apr 94
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Educational Assessment; *Elementary School Students; Grade 3; Interviews; *Mathematics Achievement; Primary Education; *Reading Achievement; *Student Attitudes; Student Evaluation; Test Construction; *Test Use
IDENTIFIERS- *Performance Based Evaluation

The present study, which was drawn from a larger project in which are explored. Two appendixes list the countries and organizations and contain the questionnaire. (Contains 41 references.) (SLD)

ED 373 100 TM 021 995

Robinson, Glen E.; Brandon, David P.
NAEP Test Scores: Should They Be Used To Compare and Rank State Educational Quality? ERS Concerns in Education.
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Influence; *Comparative Analysis; Demography; *Educational Quality; Family Structure; Grade 8; Junior High Schools; Junior High School Students; National Competency Tests; Parent Education; Poverty; Program Evaluation; *Scores; State Programs; *Testing Programs; Test Results; *Test Use
IDENTIFIERS- *National Assessment of Educational Progress; Ranking; *Trial State Assessment (NAEP); Variance (Statistical)

Whether state average test scores on the 1992 National Assessment of Educational Progress (NAEP) Trial State Assessment in mathematics should be used to compare and rank states according to the quality or proficiency of their educational programs is examined. Data from eighth graders from the Trial State Assessment are analyzed. Analysis shows that 89 percent of the variation in state average test scores on the NAEP-92 Trial State Assessment can be explained by the combination of four demographic factors over which states have no control: number of parents living at home, parental education, community type, and state poverty rates. Therefore, Trial State Assessment mathematics scores are not valid measures of the relative quality of the states' educational programs but seem rather to reflect the difficulty of the educational tasks confronting the various states. Proposals to adjust ranking by statistically adjusting the scores to reflect state variations in demographic characteristics are meeting with much controversy. Comparisons and rankings on the basis of these scores do not provide fair measures of educational quality. Seven figures, and four more in an appendix, present analysis results. (Contains 17 references.) (SLD)

ED 373 101 TM 021 996

Get Your ACT Together: A Resource Guide for ACT Preparation.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; *College Entrance Examinations; Counselors; Higher Education; High Schools; Parents; *Resources; Teachers; Test Anxiety; *Test Coaching; Test Wiseness
IDENTIFIERS- *ACT Assessment

This guide is designed as a resource for (1) Oklahoma teachers, counselors, and parents, to help them help their students prepare for the ACT assessment; and (2) students, to help dispel some common myths and misunderstandings as they prepare match funding to need, and assure equity; (6) replace accounting for dollars with accountability for results; (7) integrate health and social service support in schools and school districts for Chapter 1 families; and (8) have states reward schools that progress and change those that do not progress. Part 1 discusses issues and rationale for the recommendations. Part 2 summarizes the proposed Chapter 1 framework based on the eight components. Part 3 presents the Chapter 1 framework and commentary. Included in both Parts 2 and 3 are the following parameters: congressional findings and mission; standards; eligibility and fiscal requirements of local and state education agencies; help and capacity-building; parent empowerment; health and social services; assessment; enforcement (benefits and sanctions); and research, development, evaluation, and dissemination. Part 4 presents supplementary statements by Henry M. Levin, George F. Madaus, Joe Nathan, Delia Pompa, Paul Weckstein, Anne Wheelock, Robert Witherspoon, Sharon Robinson, and Bella Rosenberg, all members of the Commission on Chapter 1. (RLC)

ED 373 121 UD 029 379

Rolf, Jon; And Others
Street Wise OR School Smart: Risky Choices in the Time of Urban Decay.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 12 Feb 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Black Youth; *Community Influence; *Disadvantaged Youth; Early Parenthood; *Educational Attainment; Elementary Secondary Education; *Family Environment; *High Risk Students; Interviews; Peer Relationship; Program Development; Urban Problems; Urban Schools; *Urban Youth; Whites
IDENTIFIERS- African Americans; Baltimore City Public Schools MD; *Maryland (Baltimore)

Data are presented from structured interviews conducted with 340 youths from the Monroe-Pratt neighborhood of Baltimore (Maryland). Interviews reveal lifestyle and community environmental factors that increase the risks of youth experiencing failure in educational and occupational attainment. Suggestions are made for improving the educational climate and educational practices. The interviews were conducted as part of the Young Adult AIDS Prevention Project. Sixty-one percent of the sample was White, with 35 percent African American, and nearly equal numbers of males and females. Factors considered included: (1) the home environment; (2) peer relationships; (3) community threats and resources; (4) alcohol and other drugs; (5) mental health problems; (6) dating and sexual behavior; (7) early parenthood; and (8) jobs and educational aspirations. Existing educational programs are reviewed, and suggestions are made for rethinking educational programs for multiproblem youth. Practical approaches are outlined to improve neighborhood training programs, reduce dropouts, and promote family communication and parent participation. An example is given of a proposed innovative, collaborative educational program for multiproblem youth. Ten tables illustrate the discussion and provide additional information about the survey sample. (Contains 32 references.) (SLD)

Beebe, Robert J.
Problem Based Learning Using Student Consultant Teams.
PUB DATE- 8 Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Consultants; *Cooperative Learning; Course Evaluation; Doctoral Programs; *Educational Administration; Graduate Study; Higher Education; Program Evaluation; Reports; Seminars; Student Evaluation of Teacher Performance; *Teaching Methods; *Teamwork
IDENTIFIERS- *Problem Based Learning

A doctoral seminar for students in educational administration used problem based learning (PBL) with student consultant teams and later evaluated the results of the approach. PBL involves group work in which students address and solve realistic or actual professional problems. The instructor prepares detailed hypothetical problems for the students and facilitates the work of student groups. Fourteen students took this educational personnel administration seminar. Students in groups of 3 or 4 were assigned actual personnel problems provided by two local superintendents that addressed important issues of professional practice and lent themselves to preparation of a written project product: a formal report with specific recommendations. Teams conducted client interviews, reviewed written materials provided by the schools involved, and reviewed a wide variety of other resources. Teams met four times in class to work on their projects and other times outside class. Teams presented their written reports at the last class. When students evaluated the course 11 students assigned the course an "A" and three a "B". Course evaluation forms are appended. (JB)

ED 372 672 HE 027 556

Monahan, Thomas C.
Obstacles and Motivators for Faculty Involvement in Grant Seeking and Grant Writing Activities in New Jersey's State College System.
PUB DATE- 5 Mar 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 3-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Faculty College Relationship; Faculty Workload; Grants; *Grantsmanship; Higher Education; *Incentives; Proposal Writing; Sex Differences; State Colleges; State Surveys; *Teacher Attitudes; Women Faculty
IDENTIFIERS- *New Jersey State College System

This study looked at barriers, incentives, and assistance to faculty involvement in grant-seeking and grant-writing activities on the eight campuses of the New Jersey State College System. The study surveyed a random sample of 260 faculty from the eight campuses. Of these 136 responded. Analysis found that less than 20 percent were actively engaged in sponsored research activities and nearly half reported they rarely or never engaged in grant development activity. Faculty

*Longitudinal Studies; Married Students; Nontraditional Students; *Postsecondary Education; School Demography; *Student Characteristics; Student Financial Aid; Tables (Data); Two Year Colleges
IDENTIFIERS- *Beginning Postsecondary Students Long Study; National Postsecondary Student Aid Study

This report is a descriptive summary of data from the first follow-up of the 1990/92 Beginning Postsecondary Students Longitudinal Study (BPS:90/92), a comprehensive examination of information on enrollment, persistence, and attainment in postsecondary education for students who began postsecondary education in 1989-90 regardless of when they completed high school. The BPS data also include detailed information about financial aid, employment, family formation, and civic and political participation of students. The BPS sample of 6,500 students was drawn from first-time students who participated in the 1990 National Postsecondary Student Aid Study (NPSAS). Among these first findings are: (1) about half of the students originally enrolled in 2- to 3-year institutions, 42 percent enrolled in 4-year institutions and 9 percent enrolled in less-than-2-year institutions; (2) 47 percent of those who aspired to 2 or more years of college (but less than a bachelor's degree) when they first enrolled in postsecondary education, did not re-enroll in 1990-91; (3) during the first year of enrollment, 45 percent received some kind of financial aid; (4) of beginning students who worked while enrolled (87 percent of all students), 76 percent considered their primary role that of student; and (5) as of February 1992, 18 percent of the sample were married and an additional 5 percent had been previously married. Detailed data are presented in 41 tables and 17 figures. Appendixes contain technical notes, methodology, and a glossary. (JB)

ED 372 692   HE 027 577

Improving the Financial Aid Delivery Process and the Federal Family Education Loan Program: Program Recommendations.
PUB DATE- Jul 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Delivery Systems; Educational Finance; Federal Government; Federal Programs; Financial Aid Applicants; Higher Education; Policy Formation; Program Administration; Program Costs; Program Design; Program Effectiveness; *Program Improvement; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Family Education Loan Program

This publication presents a set of eight recommended reforms and improvements for delivering financial aid to postsecondary students especially the Federal Family Education Loan Program (FFELP). The recommendations are: (1) make applying for student aid simpler for students; (2) assure the continued availability of a dependable, reliable source of loan funds; (3) ensure on-time delivery of funds to students; (4) streamline the loan servicing process for students and schools; (5) reduce overall program costs to students and institutions through increased operating efficiency, while keeping net cost to the federal government the same or lower; (6) enhance control over the student loan program at the campus level; (7) simplify and standardize program administration while retaining the flexibility to offer institutions and their students customized solutions to their specific needs; (8) strengthen program

Hyperlearning will combine teaching and learning with artificial intelligence, broadband telecommunications, information processing, and biotechnology to transform the world's economic order. This style of learning will emphasize active, student-directed experiences rather than institutionalized, teacher-directed instruction. The present educational system is less and less able to meet the needs of rapid change exhibited in industry and society. Perelman observes that community colleges are in a better position to adapt to these changes than other segments of higher education, since community colleges are generally more flexible and consumer-orientated, and already serve in many ways as community learning centers open to all individuals. He maintains that the one great strength of the American educational system is its great diversity, a factor that may allow it to adapt more easily to change than more centralized systems found elsewhere in the world. (MDM)

ED 372 711 HE 027 596

Gordon, Howard R. D.; Wyant, Laura J.
Cognitive Style of Selected International and Domestic Graduate Students at Marshall University.
PUB DATE- Jul 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Cognitive Style; Cross Cultural Studies; Cultural Differences; *Educational Attitudes; *Field Dependence Independence; *Foreign Students; *Graduate Students; Higher Education; Research Papers (Students); Sex Differences; Teacher Student Relationship; Teaching Styles; Tests
IDENTIFIERS- China; Group Embedded Figures Test; *Marshall University WV; Saudi Arabia

The purpose of this study was to describe the cognitive styles of both international and domestic graduate students attending Marshall University (West Virginia). A total of 41 American and international graduate students were administered the Group Embedded Figures Test (GEFT), and 20 of the international students were interviewed. The study found that 70 percent of the American students and 82 percent of the Chinese students tested were classified as field independent in cognitive style. The four students from Saudi Arabia had GEFT scores in the field dependent range. Although Americans tended to score higher than international students, and men tended to score higher than women, the results indicated that age, gender, nationality, and academic major had little influence on students' cognitive style. Interview data about international students' attitudes towards teaching techniques, teacher-student interaction, examinations, research papers, and differences between American and home country universities are also presented. (Contains 17 references.) (MDM)

ED 372 712 HE 027 597

Scott, Mechaela
The Relationship between Motivational Pattern, Conceptual Level of the Course, and Academic Achievement.
PUB DATE- 93
NOTE- 13p.; Paper presented at the International Conference of the World Association of Educational Research (11th, Jerusalem, Israel, June 27-July 2, 1993).
LANGUAGE- English

teach and reinforce concepts from an integrated environmental perspective. A curriculum integration matrix (CIM) is used to help teachers link ideas from two or more subject areas. Steps in the instructional process include: (1) identifying the main subject topic, lesson subtopics, target concepts, and available teaching time; (2) describing the lesson content; (3) choosing additional integration topics using the subject table; (4) focusing on the integrated topic; (5) deciding on presentation method and instructional media; (6) describing or sketching the integrated media; and (7) completing the matrix by summarizing the process and rewriting the fully integrated lesson. Four figures illustrate the model and process. (Contains 28 references.) (SLD)

ED 372 731 IR 016 656

Radlick, Michael S.
Technology in New York State Public Schools: What Schools Have and How They Are Using It.
PUB DATE- Dec 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Equal Education; Financial Support; Futures (of Society); Microcomputers; Minority Groups; Multimedia Instruction; Public Schools; State Programs; Teacher Education; *Technological Advancement
IDENTIFIERS- *Access to Computers; *New York

Technology is a powerful and important support tool for restructuring the school's teaching and learning environment. This document examines the rate of historical acquisition, level of access, and degree of use of technology within New York State public schools. The number of microcomputers in the schools has more than doubled in the past 8 years, to more than 214,000. The state's ratio of microcomputers to students is 12.2 to 1 overall. To reach the goal of the State Education Department's long-range plan, a ratio of approximately 5 to 1 will be necessary. Most of the computers in New York schools are older models that are not capable of running the most powerful, user-engaging applications. Capital funds are needed to ensure up-to-date technology for the state's students. At present New York schools rank well behind leading states in terms of the number of technology resources. There are many cutting-edge applications of educational technology in New York, but there are also many inequalities in the access and use of technology relative to the minority status of students. Two graphs and seven tables present information on computer use in New York schools. (SLD)

ED 372 732 IR 016 658

Interactive Television Teaching and Learning: An Institute for Teachers.
PUB DATE- 91
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Instruction; *Distance Education;

(Author/JLB)

ED 372 752 IR 016 798

Huston, Rick, Ed.; Armel, Donald, Ed.
Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (27th, North Myrtle Beach, South Carolina, June 12-16, 1994).
PUB DATE- Jun 94
NOTE- 349p.; For 1992 proceedings, see ED 357 732.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; Computer Simulation; *Computer Uses in Education; Educational Technology; Ethics; Expert Systems; Futures (of Society); Higher Education; Information Networks; Microcomputers; Professional Associations; Technological Advancement; *Telecommunications
IDENTIFIERS- Internet

Topics addressed by 40 papers from a conference on microcomputers include: developing a campus wide computer ethics policy; integrating new technologies into professional education; campus computer networks; computer assisted instruction; client/server architecture; competencies for entry-level computing positions; auditing and professional development; mobile computing; computer applications in physics; artificial neural networks; virtual classrooms; the North Carolina Information Highway; Computer Science curriculum; expert systems; ethics for information systems professionals; listservs; local area networks; computer security; computer simulations; telecommunications and education; campus-wide information systems (CWIS); and the Internet. This volume also includes information about ASCUE; a list of ASCUE board members; and a presenters index. Most of the papers include references. (JLB)

ED 372 753 IR 016 799

A Technology Plan for North Carolina Public Schools.
PUB DATE- Feb 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Change Strategies; *Computer Assisted Instruction; Computer Literacy; Distance Education; *Educational Change; Educational Objectives; *Educational Planning; *Educational Technology; Elementary Secondary Education; Futures (of Society); *Public Schools; School Districts; State Programs; Student Evaluation; Student Role; Teacher Role; Technological Advancement; Technological Literacy
IDENTIFIERS- *North Carolina; *Technology Plans

This document contains the technology plan for North Carolina Public Schools. The plan has three primary purposes: to consolidate previous work towards the vision of technologically literate students; to indicate the commitment of the Department of Public Instruction to provide schools with the necessary technology framework to work towards the objectives in the plan; and to recommend guidelines, options, and processes for integrating technology into classrooms to expand the opportunities and capacities of all children to learn and achieve. The plan begins by identifying the challenges present

ED 372 774 IR 055 147

Karren, Susan Huver
Preserving the Record: Federal Agencies and NARA Reference Practices.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 89
NOTE- 26p.; Research paper, National Archives and Records Administration GS-9 CIDS Training Requirements.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Access to Information; *Archives; *Federal Government; Information Dissemination; Information Management; *Information Storage; Library Materials; Preservation; Primary Sources; *Records Management; Reference Services
IDENTIFIERS- *National Archives DC

This paper examines the means by which the National Archives and Records Administration (NARA) preserves historically valuable documents while still making them available to those who initially created them. The paper compares the policies for handling requests for access by donors of material and procedures for accessioned records among the three offices that have physical custody of permanent records: the Office of Presidential Libraries, the Office of the National Archives, and the Office of Federal Records Centers. A number of instances in which loaned records have been lost are cited, including U.S. Army records from the Vietnam War. The paper concludes by proposing revisions of the procedures for records requests. Sample forms are attached, including a routing and transmittal slip, a loan slip, a reference request form, routing slips, and return request slips. (MAB)

ED 372 775 IR 055 166

Report on Coverage Evaluation of the Public Library Statistics Program.
PUB DATE- Dec 93
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cooperative Programs; *Data Collection; Definitions; Evaluation Criteria; Federal Programs; Library Services; *Library Statistics; Problems; Program Evaluation; *Public Libraries; Reliability; State Programs
IDENTIFIERS- National Center for Education Statistics

This report reflects the results of an evaluation of the coverage in the annual Public Library Statistics program, a joint federal-state information collection project. It is the first phase of a broader project of the Census Bureau and the National Center for Education Statistics (NCES) to evaluate the overall statistics available from the annual Public Library Statistics program. The report contains four sections. Section 1 is a summary of findings. Among the findings were the following: (1) the coverage in the annual program is very nearly complete (99.5 percent); and (2) there is a degree of inconsistency for reporting information about public libraries. Section 2 describes the methodology of the evaluation study. Section 3 describes the findings of this first phase of the evaluation in detail. Section 4 consists of individual state descriptions. Each state description contains a summary of the

for a related document, see JC 940 426.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Students; *Business Skills; Classroom Techniques; Clerical Workers; Community Colleges; *Hispanic Americans; Interpreters; *Limited English Speaking; *Office Occupations Education; Program Descriptions; Two Year Colleges; *Vocational English (Second Language)
IDENTIFIERS- Southwestern College CA

The Office Information Systems-International Program at Southwestern College, in California, was designed to provide Hispanic students with training for entry-level office employment. This model program guide stems from a project to improve curricula and delivery and focuses on changes in three intensive bilingual programs in general, medical, and legal office skills. The first section describes initial surveys of businesses and English-as-a-Second-Language (ESL) students to assess needs, the community advisory committees for each program, student recruitment efforts, the bilingual mode of instruction utilized in the programs, and a statewide consortium for promoting access to vocational education. The next section reviews the major units covered in the programs, indicating that the General Office-Administrative Office Assistant-Bilingual includes instruction in business English, wordprocessing and spreadsheets, and office procedures; the Medical Office Clerk-Bilingual covers medical terminology, translation/interpretation, computer skills, cardiovascular resuscitation and vital signs training; and the Legal Office Clerk-Bilingual includes computer skills, legal terminology, research, office procedures, and translation/interpretation. The final section reviews features of the intensive programs, including entrance requirements, classroom techniques, a panel discussion on bilingual careers, employment preparation, and student job placement assistance. The business and ESL student surveys are appended. (KP)

ED 372 793 JC 940 430

A Report Prepared for Visiting Committees of the Commission on Colleges, Southern Association of Colleges and Schools.
PUB DATE- 94
NOTE- 71p.; For the first edition, see ED 340 431.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Administrative Policy; Advisory Committees; *College Administration; Community Colleges; Governance; Governing Boards; Government School Relationship; *Institutional Characteristics; Institutional Mission; *Policy Formation; *Program Descriptions; Self Evaluation (Groups); Statewide Planning; Student Organizations; Two Year Colleges
IDENTIFIERS- Kentucky; *University of Kentucky Community College System

Designed to provide visiting committees of the Commission on Colleges with an orientation to the University of Kentucky Community College System (UKCCS), this nine-part report

NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; College Planning; Community Colleges; *Construction Costs; *Educational Facilities Planning; *Facility Requirements; Policy Analysis; Quarter System; *Scheduling; Statewide Planning; Track System (Education); Trimester System; Two Year Colleges; *Year Round Schools
IDENTIFIERS- *California Community Colleges

Intended to provide background information and preliminary policy options for the California Community Colleges' Commission on Innovation, this document explores the advantages and costs of shifting to year-round operations to increase college capacity and reduce the need for new facilities. Following introductory materials detailing the Commission's charge, projected increases in the statewide demand for college services through the year 2005 are reviewed, indicating that approximately $4 billion worth of construction will be needed to accommodate the growth. The current basis for planning and approving new facilities is also reviewed, defining terms and equations used in determining needs for new facilities. Next, options for using existing facilities more effectively are presented, including the implementation of year-round scheduling using quarters, trimesters, or multi-track calendars. This section indicates that a year-round schedule would increase potential capacity by 12% to 35%, saving from $1.5 billion to $2.5 billion in capital outlay expenditures. Other strategies described include adding instructional programs from 2:00 to 5:00 in the afternoon and developing master campus course schedules that are optimally convenient for the greatest possible number of students. A cost model for capital outlay expenditures with year-round operations, a list of Commission on Innovation Facilities Task Force members, and 24 references are appended. (KP)

ED 372 811 JC 940 452

Berman, Paul; And Others
The Feasibility of Statewide Distance Education. Commission on Innovation Policy Discussion Paper Number 5.
PUB DATE- Sep 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; College Planning; Community Colleges; *Cost Estimates; *Distance Education; Educational Policy; Full Time Faculty; Part Time Faculty; *Policy Analysis; *Program Costs; *Statewide Planning; *Telecourses; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Intended to provide background information and preliminary policy options for the California Community Colleges' Commission on Innovation, this document explores the cost and practical feasibility of delivering distance instruction using pre-recorded broadcasts. Following introductory materials detailing the Commission's charge, the paper suggests that distance education (DE) represents a natural starting point for enhancing the efficiency of community colleges. Current uses of DE are then reviewed, describing the simple case of an descriptions of three innovative programs and the manners in which they were developed. Those programs are Family Place in Washington, D.C.; New Beginnings of San Diego, California; and Walbridge Caring Communities Program in St. Louis, Missouri. The final chapters of the report analyze the strengths of each of the programs, describe the obstacles they faced, and provide program recommendations for others interested in serving socially vulnerable families. Contains 47 references. (TJQ)

ED 372 829 PS 022 375

Goetz, Kathy, Ed.
Creating New Schools: Planning and Implementation Guide for School-Based Comprehensive Collaborative Services Programs.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Department of Health and Human Services, Washington, D.C.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; *Cooperative Programs; *Family Programs; Program Development; Program Implementation; *School Community Relationship; *Youth Programs
IDENTIFIERS- *Family Resource and Support Programs; Family Support; *School Based Services

Applicable to any school district or school interested in starting a family resource and support program, this guide provides help for both planning and implementation of family resource and youth services centers. It outlines the philosophy behind family resource and youth services centers and how that philosophy is to be reflected in all aspects of the program. The guide is not intended to prescribe any particular program model or the unique methods of planning, designing, financing, or evaluation of each center. Rather, planners are expected to be creative and innovative, using the ideas contained in the guide as springboards for their own thinking. Program flexibility at the local level and an emphasis on encouraging new ideas that emerge from the people participating in the centers are the hallmarks of the family support movement throughout the country. Following an introduction, the philosophy of family resource and youth services centers is discussed. A section on center planning outlines the following eight steps: (1) establishing an advisory council; (2) completing a needs/resources assessment; (3) determining rationale, missions, goals, and objectives; (4) designing a program; (5) assuring successful operations; (6) clarifying the oversight process; (7) thinking about the budget; and (8) planning for appropriate evaluation. Four appendices contain a statement of the premises, principles, and practices of family resource programs; a statement of program goals; an annotated bibliography of 33 items; and a sample workplan. (TJQ)

ED 372 830 PS 022 392

Child Care in Corporate America: Quality Indicators and Model Programs.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 93
NOTE- 109p.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Early Childhood Education; *Family Programs; Literacy Education; *Parent Education; *Parents as Teachers; Program Development; State Programs
IDENTIFIERS- *Family Literacy; Family Resource and Support Programs; Family Support; *South Carolina

A critical element in South Carolina's Early Childhood Development and Academic Assistance Act is the parenting and family literacy component that targets families of children aged birth to 5 years, with a special emphasis on serving parents and families of children at risk for school failure. This manual offers guidelines for developing parenting and family literacy programs. It includes guidelines from national research and a description of four model programs--Parents As Teachers, Kenan Family Literacy Model, Family Service Centers, and Minnesota Early Learning and Development. South Carolina's Parent Education Program is also briefly described. The parenting and family literacy program guidelines include a discussion the four areas required by law to be addressed in parenting and family literacy programs, specifically, parent education, services for at-risk families, developmental and health screenings, and adult education. The guide also includes a discussion of program evaluation. The three phases of program development--planning, implementation, and continuing evaluation--are outlined. The planning section includes discussion of needs assessment, use of existing resources, and program framework. The implementation discussion addresses program location, staffing, public awareness, policies and procedures, and support systems. The evaluation section offers questions and strategies to use for program evaluation. Five appendices contain: (1) a list of 14 references and suggested readings; (2) sample program designs; (3) a list of South Carolina Parent Education Program Technical Assistance Centers; (4) a parenting and family literacy implementation checklist; and (5) a list of 10 steps for program developers to school readiness. (TJQ)

ED 372 848   PS 022 594

Starting Points Preschool Program Evaluation, 1993-94. Part I: Program Description.
PUB DATE- May 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; *Day Care; Eligibility; Enrollment; Parent Participation; Participant Characteristics; Participation; Preschool Education; Program Descriptions; Program Evaluation; State Programs
IDENTIFIERS- Child Care and Development Block Grants; *Louisiana; *Starting Points Preschool Program LA

This report is an interim statistical report, addressing characteristics of the Starting Points Preschool Program in Louisiana, and containing information on children who were enrolled in 1993-94. The Starting Points Preschool Program was initiated in 1992-93 through the United States Child Care and Development Block Grant Act of 1990 in order to improve the availability, affordability, and quality of child care services. Federal regulations associated with this program accelerate within the curriculum and enhance their skill and knowledge levels in reading and mathematics. Interdisciplinary units requiring direct teaching and research are used as well. Teachers in the lab become intensely involved with the students' daily lives and decisions, teaching them self-discipline as well as study and organizational skills, and providing models for emulation. Target students are also encouraged to give service to the community. Included in the counseling component of the program are units on encouraging students' appreciation of self-worth, conflict management, communication skills, and study skills. Evaluation shows the program to be successful routinely in the behavior, attitude, and accomplishment of students who accept the challenge of participating in the Target program. (HTH)

ED 372 866 PS 022 672

McCarty, Hanoch
Ten Keys to Successful Parent Involvement and Parent Conferencing.
PUB DATE- 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Change; Elementary Secondary Education; *Family Involvement; Homework; Parent Attitudes; *Parent Participation; Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Conferences; Parent Teacher Cooperation; School Community Relationship; Teacher Attitudes

This guide for teachers explores the dynamics of successful parent involvement with their children's education. The guide is centered on 10 keys to family involvement: (1) creating a new definition of parent that includes alternative caregivers; (2) moving toward "family involvement" rather than just parent involvement; (3) devising new definitions of involvement to include ways to serve families as well as requesting services from families; (4) creating opportunities for meaningful involvement such as tutoring; (5) considering convenience for parents when scheduling conferences and events; (6) respecting the parent as the child's first and most powerful teacher; (7) maintaining a relationship with both the child and the parent; (8) keeping the school program relevant to the parent's goals and concerns for the child; (9) improving communication skills, including awareness of parents' native languages; and (10) providing empowerment for parents that will encourage their participation. After listing these 10 keys, the guide presents short articles exploring issues related to parent involvement and conferences: why some parents fear the schools, why some teachers fear parent involvement, and how teaching is an increasingly difficult occupation. The next section of articles discusses the parent conference as a major component of a parent involvement program, including elements of a successful conference, principles for creating an inviting conference, skills for understanding and effective questioning, and some conference pitfalls to avoid. The remaining section provides 70 practical strategies for family involvement including: (1) parent reading programs; (2) a parent course on helping students with homework; (3) a home class newsletter; (4) parent signatures on homework; (5) parents as tutors and aids; (6) translation services; (7) a television "turn-off"; (8) advance

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Computer System Design; Computer Uses in Education; Elementary Secondary Education; *Information Networks; *Linking Agents; *Online Systems; Program Descriptions; Rural Areas; Rural Education
IDENTIFIERS- Internet; *Rural Information Network; *Telecomputing

This report describes the National Public Telecomputing Network's (NPTN) development of free, public-access, community computer systems throughout the United States. It also provides information on how to initiate a "Free-Net" through the Rural Information Network. Free-Nets are multi-user systems with some of the power and sophistication of commercial systems, yet each system is locally owned and operated, and designed according to the information needs of the local community. Because few rural areas have access to an Internet node and the technical personnel necessary to manage such a system, Free-Nets have primarily been an urban phenomenon. However, in the fall of 1993, NPTN received several grants to develop Free-Nets in rural areas. The Rural Information Network runs on Macintosh computers and allows individual users to connect to community computers via a local phone call. Each community computer will, in turn, connect to the Internet (and to NPTN services) via periodic phone calls to the closest Internet node. NPTN services range from educational programs to access to health and medical informational services. The program has several requirements: (1) participation is limited to communities of less than 50,000 people; (2) the community must provide an institutional sponsor such as a county government or county school system, and the sponsor must develop a community-based governing board for the system; (3) the institutional sponsor or governing board must agree that the system will be a part of the NPTN-RIN program for at least 2 years; and (4) the institutional sponsor or governing board must agree that access to all basic services will be free to the user while the community is part of the NPTN program. (LP)

ED 372 885 RC 019 697

Odasz, Frank
Issues in the Development of Community Cooperative Networks.
PUB DATE- May 94
NOTE- 19p.; Paper presented at the Rural Datafication Conference (Minneapolis, MN, May 24-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Community Programs; Computer System Design; Computer Uses in Education; Electronic Mail; Elementary Secondary Education; Entrepreneurship; Government Role; Higher Education; *Information Networks; Linking Agents; *Online Systems; *Rural Areas; Rural Education
IDENTIFIERS- *Big Sky Telegraph; Information Superhighway; *Internet; Montana; Telecomputing

This paper discusses the market for rapidly expanding information technology and the benefits of developing community computer networks. Accessible low-cost community networks allow rural communities to provide specific training and educational opportunities tailored to their needs. However, communities must assess the value of connectivity options rather than be dazzled by technological glitz. Big Sky Telegraph (BST) began

Indian Education Amendments. Report from the Senate Committee on Indian Affairs, 103d Congress, 2d Session.
PUB DATE- Jul 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; Elementary Secondary Education; *Federal Aid; Federal Legislation; Financial Support; Higher Education; *Supplementary Education; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs; Congress 103rd; Goals 2000; Indian Education Act 1972

This report presents the text, background, and analysis of proposed amendments to the Indian Education Act of 1972. The amendments reauthorize the Indian Education Act, revise existing law to improve administration of Bureau of Indian Affairs (BIA) education programs, and incorporate school reform legislation enacted in Goals 2000 (the Educate America Act). The Indian Education Act funds 185 BIA-operated or tribally operated schools and dormitories on 63 American Indian reservations; supplemental programs for Indian children in over 1,200 public school districts; and competitive grants to support planning, demonstration projects, fellowships and professional development for Indians, and agency administrative budgets. While reauthorizing formula grants for supplemental programs, the amendments specify minimums for program enrollment and funding; require applicants to provide a comprehensive plan covering objectives, coordination of funds, teacher training, student evaluation, and dissemination of assessment results to parents; and require the school district to assess Indian student needs. The amendments also reauthorize the six Indian Education Technical Assistance Centers, provide educational planning grants to tribal governments, provide for revision of BIA education standards to reflect community goals, authorize new funding for Indian and Alaska Native language instruction, address the enormous backlog of needs for school construction, and change criteria for investment of endowment funds of the tribally controlled community colleges. Includes a Congressional Budget Office cost estimate. (SV)

ED 372 903 RC 019 745

Flores, Judith LeBlanc
Facilitating Postsecondary Outcomes for Mexican Americans. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Persistence; College Bound Students; *College Preparation; *College Students; Educational Attainment; *Educational Strategies; Higher Education; High Schools; Hispanic Americans; *Mexican American Education; Sex Differences; Student Attrition
IDENTIFIERS- Culturally Responsive Education; ERIC Digests; *Student Support Services

This digest addresses factors that may influence college completion and academic success for Hispanic students, particularly Mexican American students, enrolled in community in this book are: (1) DeDot Designer, (2) Spirolatera Designs, (3) Digital Root Patterns, (4) GCF and Line Designs, (5) Two Frogs and a Frisbee, (6) Repeating Decimals, (7) Super Wriggly Worms, and (8) Superpoly. Appendices include a summary of LogoWriter keys (Apple IIe/IIc, IBM, and Macintosh), a quick reference (LogoWriter Primitives and Special Words), and additional primitives for the Macintosh. (MKR)

ED 372 922 SE 054 177

Flewelling, Gary
Math Activities Using LogoWriter--Patterns and Designs.
PUB DATE- 93
NOTE- 118p.; For related documents, see SE 054 175-176. The "LogoWriter" application is not included in the package and is necessary for using the disk files.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Diagrams; Elementary Secondary Education; *Geometry; *Mathematics Instruction; Problem Solving; *Visualization; Worksheets
IDENTIFIERS- Computer Integrated Instruction; Conjectures (Mathematics); Fractals; *LOGO Programing Language; Mathematics Activities; *Patterns (Mathematics)

This book is one in a series of teacher resource books developed to: (1) rescue students from the clutches of computers that drill and control; and (2) supply teachers with computer activities compatible with a mathematics program that emphasizes investigation, problem solving, creativity, and hypothesis making and testing. This is not a book about Logo, but about mathematics and thinking mathematically. Many chapters require no Logo skills. Each chapter may include as many as seven sections: summary box, getting started, instructions, examples, activities, key summary, and worksheets and includes appropriate grade-level designations. The chapters in this book are: (1) Stamp Designs, (2) Designs from Color Patterns, (3) Sticker Designs, (4) Circular Fraction Paths, (5) Design Master, (6) Tartan Design, (7) Making Tracks, (8) Instant Logo, (9) Lotsalists, (10) Fractal Designs, (11) Translation Designs, and (12) Designs from Overlapping Arrays. Appendices include a summary of LogoWriter keys (Apple IIe/IIc, IBM, and Macintosh), a quick reference (LogoWriter Primitives and Special Words), and additional primitives for the Macintosh. (MKR)

ED 372 923 SE 054 187

Schafer, Larry E., Ed.
Behind the Methods Class Door: Educating Elementary and Middle School Association for the Education of Teachers in Science (AETS) Yearbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE-) Making Tracks, (8) Instant Lo (10),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Action Research; Constructivism (Learning); Cooperative Learning; Elementary Education; *Elementary School

Response Pattern: Students' Interpretation of Empowerment.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (72nd, Indianapolis, IN, April 13-16, 1994). For companion study, see SE 054 372.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; *High School Students; Mathematics Instruction; *Mathematics Teachers; *Questioning Techniques; *Teaching Methods
IDENTIFIERS- *Mathematical Communication; Mathematics Education Research; Reform Efforts; *Student Empowerment

Current educational reform movements focus on mathematics teaching for the empowerment of students and on the classroom as a mathematical community in which students themselves actively question, negotiate, and construct mathematical ideas through classroom discourse. This paper discusses a study that focused on students' use and perception of communication in the algebra classroom. Observed in the study were (n=65) students from two algebra classes of a teacher dedicated to changing her teaching methods, and in particular the classroom talk, from traditional interchanges to the type of discourse recommended by the NCTM Standards. Five students from each class agreed to serve as key informants and to participate in a journal exchange and interviews with the researcher. Discussions include summaries of the students' views prior to analysis, teacher's answers as an influence on student questions, and typical and exceptional dialogue patterns. Contains 10 references. (MKR)

ED 372 942 SE 054 381

Adams, Thomasenia L.
Graphing Function Problems in Teaching Algebra.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Algebra; *Calculators; *Functions (Mathematics); Mathematics Achievement; *Mathematics Instruction; *Teaching Methods; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Florida; *Graphing Utilities

Algebra students typically pay little attention to choosing appropriate domains, ranges and scales of axes for graphing functions. The purpose of this study was to investigate the effect of introducing an assignment and employing the graphing calculator to examine and alleviate students' difficulties regarding the selection of appropriate domains, ranges and scales of axes for graphing functions and to examine difficulty students might have regarding the identification, construction and definition of function. The research sample consisted of 128 college algebra students enrolled in a north-central Florida community college. There were eight classes of students: six treatment classes and two control classes. All classes were intact, thus random assignment of students to the classes was not possible. Two classes were in each of the following groups: Graphing Calculator and Assignment Group, Graphing Calculator Only Group, Assignment Only Group, and the Control Group. The analysis of covariance was used to examine mean differences on two instruments between the four groups in discusses learning, curriculum reform, and teacher improvement. Chapter 1, "The National Perspective" (Stephen J. Fitzsimmons and Larry C. Kerpelman), prepares the way for subsequent chapters to examine in detail what is known about ways of improving the quality of science and mathematics education provided by teachers of our nation's youth. In chapter 2, "The Context of Science and Mathematics Inservice Education Programs," Iris R. Weiss sets the context for understanding where science and mathematics preparation stands at the K-12 levels in the United States. In chapter 3, "Cognitive Aspects of Learning in Science," Jose P. Mestre provides a review of the research on cognitive aspects of learning science concepts and principles. In chapter 4, "Approaches to the Science Curricula for Grades K-12," Senta A. Raizen reviews the state of science curricula, their objectives, and recent movements for reform. In chapter 5, "In-service Education Models for Enhancing the Teaching of Science," Richard J. Shavelson and colleagues lay out a bidimensional approach to understanding and planning inservice education for science teachers. In chapter 6, "Learning and Teaching Mathematical Sciences: Implications for Inservice Programs," Penelope L. Peterson describes four assumptions about learning that are central to contemporary theory, research, policy, and practice in mathematics education. In chapter 7, "Questions about the Mathematics Curricula for Grades K-12," Thomas A. Romberg provides a thorough discussion of what curriculum reform in mathematics must involve and the rationale for such reform. In chapter 8, "In-service Programs in Mathematics Education," Thomas J. Cooney discusses inservice models for mathematics educators, paying particular attention to the philosophical and epistemological underpinnings for such models. Finally in chapter 9, "Observations and Considerations," Roger G. Baldwin and Frances Lawrenz discusses the national need for a teacher enhancement system that supports the reform movement in science and mathematics education. (ZWH)

ED 372 964   SE 054 727

Harlen, Wynne, Ed.
Education for Teaching Science and Mathematics in the Primary School. Science and Technology Education Document Series, 46.
PUB DATE- 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cognitive Style; *Educational Change; Elementary Education; Foreign Countries; Higher Education; Mathematics Education; Mathematics Instruction; Mathematics Teachers; Preservice Teacher Education; *Science Education; Science Teachers; *Teacher Education
IDENTIFIERS- *Authentic Assessment

The concern of this publication is to explore the extent to which there is common ground in the approach to the education of primary school teachers in mathematics and science. Chapter 1, "A Model for Discussing Teacher Education" outlines a rationale for making decisions about approaches to teacher education. Chapter 2, "The Interface Where Science and Mathematics Meet and Mingle" presents two examples of how mathematics and science concepts can be taught simultaneously. Chapter 3, "Children's Learning in Science and Mathematics" briefly considers characteristics of learning in mathematics and science. Chapter 4, "What Should Teachers of Primary Mathematics and of Primary Science Know?" explores how teachers its disposal. Some actions that students themselves can take are identified and guidelines for getting involved in such projects are presented. Consisting of four chapters, the chapters include overviews, background information, and suggested teaching methods for teachers. Chapter 1 offers 15 activities about trash and its disposal. Chapter 2 contains six activities on hazardous waste. Chapter 3 includes four lessons on hazardous waste as a social justice issue. Chapter 4 has two activities on making a difference. A glossary, resource directory, and bibliography end the document. (DK)

ED 372 983 SO 024 000

Greenberg, Ronald M., Ed.
Teaching With Historic Places.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Curriculum Development; Educational Innovation; Elementary Secondary Education; Heritage Education; *History Instruction; *Instructional Materials; Parks; *Program Development; Social Studies; Teacher Education
IDENTIFIERS- *Historical Background; Historic Sites

Designed for social studies educators, this theme issue presents 11 articles about historic places that feature a variety of ideas for elementary and secondary lesson plans, curricula, and program development. The articles are: (1) "Where did History Happen?" (Beth M. Boland); (2) "Creating a Partnership" (Carol D. Shull); (3) "Heritage Education: What is Going on Out There?" (Kathleen Hunter); (4) "Prominent Places for Historic Places: K-12 Social Studies Curriculum" (John J. Patrick); (5) "Notes on Location and Place" (Salvatore J. Natoli); (6) "Creating Lesson Plans for Teaching with Historic Places" (Fay Metcalf); (7) "Being Selective: Documents and Lesson Plans" (Marilyn Harper); (8) "Parks as Classrooms to Date: Just Scratching the Surface" (Bob Huggins); (9) "Teacher Training for Teaching with Historic Places" (Charles S. White); (10) "Anatomy of a Book: The Great American Landmarks Adventure" (Kay Weeks); and (11) "Archeological Public Education Programs" (Ruthann Knudson). Historical photographs and diagrams accompany the articles. (CK)

ED 372 984 SO 024 012

Frantz-Murphy, Gladys
Integrating World Systems Analysis and Dependency Theory into World History at the Undergraduate and High School Levels.
PUB DATE- 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Historical Association (108th, San Francisco, CA, January 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Curriculum; Colonialism; Cultural Awareness; Cultural Differences; Global Approach; Higher Education; High Schools; *History Instruction; Network Analysis; Non Western Civilization; Secondary Education; *Secondary School Curriculum; Sociocultural Patterns; *Systems Analysis; *Systems Approach; *Undergraduate Study; Western

PUB DATE- Apr 93
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Females; Higher Education; Individual Development; Males; *Physical Attractiveness; *Self Esteem; Sex; *Sex Differences; *Sex Stereotypes; Teacher Education; *Textbook Bias; *Textbook Content; Textbook Evaluation

This document reports on an investigation focusing on how the content of introductory college psychology texts' content related to physical attractiveness and self-esteem. The primary objective of this study was to review how recently published life-span developmental texts present physical development in middle childhood as related to traditional gender stereotypes. A secondary objective was to evaluate the integration of non-stereotyped themes related to a diversity of physical appearance, physical competence, and self-esteem. Traditional gender stereotypes evaluate male competency in terms of performance while physical attractiveness is the measure of female success. As a core component of pre-professional and professional education, life-span human development courses present knowledge about competency and self-esteem. An important question is whether the texts used in these courses challenge or perpetuate traditional gender stereotypes. This study investigates the gender content of 14 developmental texts published in the United States after 1986. In addition to reviewing the written text, the study analyzes a number of related components such as photographs, illustrations, sidebars, margin comments, summaries, and discussion questions. Preliminary results reveal that recently published textbooks contain numerous traditional gender stereotypes. However, the text and pictorial content also include many components that challenge these gender stereotypes. (DK)

ED 373 003 SO 024 263

Hill, Lance
Common Ground Race Relations Study Guide. A Study Guide for Small Group Discussions on Race Relations.
PUB DATE- Jun 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Conflict Resolution; Discussion Groups; Higher Education; Intercultural Communication; *Racial Attitudes; *Racial Relations

This document is designed to promote constructive dialogue about racial problems and solutions. Because racial conflict remains the single greatest obstacle for urban economic growth and political harmony, it is necessary to find common ground for solutions to racial inequality and conflict by opening lines of communication between blacks and whites. The discussion process is composed of 3 stages: (1) sharing personal racial experiences and beliefs; (2) defining the terms of discussion and the nature of the problems; and (3) examining 3 alternative remedies for racial inequality. Divided into 13 sections, the guide first explores what a study circle is. The second section contains instructions for organizing race relations the history of peoples of many cultures around the world; and (5) historic discoveries in science and technology. This digest lists 10 periods or eras in which the 32 content standards in U.S. history are distributed. The 36 content standards in world history are distributed within 8 historical periods. The digest identifies teaching practices that develop historical knowledge, thinking skills, and interest in learning history. Good teaching practices include the use of children's literature, videotapes, and field trips. An 11-item list of references and ERIC resources is included. (DK)

ED 373 021 SO 024 559

Haakenson, Paul
Recent Trends in Global/International Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Higher Education; *International Education; Multicultural Education; *Resource Materials; *Social Studies; Teacher Education
IDENTIFIERS- ERIC Digests; *Global Education

This ERIC Digest discusses recent trends in global or international education. Global linkages are increasingly visible to the general public through environmental issues, telecommunications networks, and international trade. The increasing interdependence of nations necessitates a global perspective on the part of young people as they face the 21st century. Attaining this world view may involve several approaches including the study of cultures, languages, international issues, responsible citizenship in an interdependent world, and global connections within local communities. The literature on global or international education offers strong models and substantial resources for practitioners. The following six trends reveal sources of continued growth and support for global education: (1) expanding the international components of social studies at the elementary and middle school levels rather than only at the high school level; (2) developing standards for global education; (3) developing materials, curriculum designs, and staff development programs in global education under several projects; (4) increasing attention to global perspective in teacher preparation programs; (5) attempting to promote global education through state efforts; and (6) providing computer networking resources that focus on international communications and information exchange. This report discusses essential resources, and includes a list of nine references and resources available through the ERIC system. (DK)

ED 373 022 SP 035 002

Worksite Health Promotion Activities. 1992 National Survey. Summary Report.
PUB DATE- 92
NOTE- 37p.; For related document, see SP 035 003.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Education; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the fifth grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of fifth grade students, its objectives include: (1) exploring heating equipment safety, (2) analyzing the impact of fire on the outdoor environment and methods to reduce that impact, (3) developing awareness of first aid for burns, and (4) exploring one's personal relationship to community fire safety. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Charged Up for Home Safety"; "Charged Up To Save the Outdoors"; "Fire Hurts the Entire Community"; "We All Contribute to Community Safety"; and "Fire Safety for Yourself." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 040 SP 035 381

Fire Safety Power. Sixth Grade. Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- May 93
NOTE- 50p.; For other guides in the series, see SP 035 375-385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Electricity; *Fire Protection; First Aid; Grade 6; Injuries; Instructional Materials; Intermediate Grades; Learning Activities; Lesson Plans; Physics; Prevention; *Safety Education; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the sixth grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of sixth grade students, its objectives include: (1) developing a comprehensive understanding of fire physics, (2) evaluating electrical hazards and how to respond to those hazards, and (3) continuing study of first aid for burns. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Physics of Fire, Almost Like Magic"; "Electricity"; "Home Safety"; "Fire Response"; and "Burn Response." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 041 SP 035 382

Responsible for Fire Safety. Seventh Grade. Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Jun 93
NOTE- 42p.; For other guides in the series, see SP 035 375-385.

DESCRIPTORS- *Eating Habits; *Health Education; *Health Promotion; Learning Activities; *Nutrition Instruction; *Physical Activity Level; Secondary Education; Secondary School Students

IDENTIFIERS- *Cholesterol; Fats; *Heart Health Program

The purpose of this illustrated guide is to teach 15-18 year old students that all healthy Americans, 2 years of age or older, should eat in a way that is low in saturated fat and cholesterol to help reduce the risk of heart disease. The theme reflected throughout the manual is that changes in eating patterns help lower blood cholesterol levels and prevent heart disease in adulthood. The booklet helps students make the switch to good eating habits, shows students how to choose a variety of foods to lower the blood cholesterol level, tells students about other healthful behaviors, such as regular physical activity, and provides special charts and tips to get started. The booklet includes chapters that highlight: (1) eat right--live healthy; (2) break that habit; (3) cholesterol's highs and lows; (4) a winning game plan for heart-health--eat a variety of foods, eat less saturated fat, total fat, and dietary cholesterol, and maintain a healthy weight; (5) putting heart-healthy eating habits into play (teaches about the following food groups and their nutrients--meat, poultry, fish, and shellfish; eggs and dairy products; breads, cereals, pasta, rice, dry peas, and beans, vegetables, fruits, fats and oils, and sweets and snacks); (6) fast foods; (7) vending machine snacks; and (8) the importance of exercise. (LL)

ED 373 060 SP 035 410

Cholesterol in Children. Healthy Eating is a Family Affair. Parents' Guide.

PUB DATE- Nov 92

NOTE- 57p.; For related guides, see SP 035 407-409. Color illustrations may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adults; Child Health; *Eating Habits; *Foods Instruction; *Health Education; *Health Promotion; *Nutrition Instruction; Parent Education; Physical Activity Level

IDENTIFIERS- *Cholesterol; Fats; *Heart Health Program

This illustrated guide was designed to help parents understand: (1) how blood cholesterol in children is related to heart disease later in life; (2) which children should get their cholesterol tested and what to expect afterwards; (3) how the whole family can eat in a low-saturated fat, low-cholesterol way; and (4) how to help children follow a prescribed diet to lower cholesterol. The theme reflected throughout the manual is that changes in eating patterns help lower blood cholesterol levels and prevent heart disease. The booklet is organized into two chapters. The first, "Cholesterol is a Family Affair," covers how blood cholesterol affects heart disease, what affects blood cholesterol levels, and when a child may need a cholesterol test. The second chapter, "Make Heart-Healthy Eating a Family Routine," covers shopping for foods that are low in saturated fat and cholesterol, heart-healthy meals and snacks, recipes and healthy fast foods, and sample menus. Appendices provide lists of foods to choose or to decrease, methods for figuring saturated fat and total fat in grams, and charts for tracking the child's current eating patterns and teachers developed and implemented performance assessments in their classrooms, investigates children's perceptions of what reading and mathematics are and how they understand their teachers' knowledge of them as readers and mathematicians. Two students from each of 13 third-grade classrooms were interviewed 3 times during the school year. In all, 75 interviews about reading and 76 about mathematics were conducted. Responses make it clear that students do recognize reading as a meaning-making task but that this recognition becomes distorted when they are assessed on their reading ability. They believe that assessment is often aimed at handwriting, punctuation, or expression when reading aloud. In mathematics, these students demonstrate consistency across definition of math and assessment of math. Teachers are thought to know how well students can do math as a function of their right and wrong answers. Mathematics to these students is correctly solving arithmetic problems. Understanding what students think assessment does is important in designing new assessments that help students construct new understandings. An appendix contains a scoring rubric. Eight tables present study findings. (Contains 38 references.) (SLD)

ED 373 081   TM 021 970

High Standards for All Students.
PUB DATE- Jun 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Certification; *Educational Change; Educational Finance; Elementary Secondary Education; Government Role; Knowledge Level; *Standards; *State Programs
IDENTIFIERS- *Goals 2000; *National Education Goals 1990; National Standards; Standard Setting

A historic change is taking place in American education with the development of voluntary national standards that will identify what all students should know and be able to do in order to live and work in the twenty-first century. Content standards will define what students should know and be able to do, and performance standards will identify the levels of achievement desired for the subject matter defined in the content standards. Establishing high standards gives everyone a goal for which to aim. The voluntary national standards are being developed by major professional and scholarly organizations with support from Federal agencies and foundations. Thousands of teachers, scholars, administrators, parents, and other members of the public are participating in shaping these national standards. These standards will undergo extensive review to affirm their national status, with possible certification by the National Education Standards and Improvement Council which was established by the Goals 2000: Educate America Act. Standards currently being developed by the states to meet their own needs will be blueprints for local standards. The Goals 2000: Educate America Act will also provide funds to the states to develop their own improvements and to implement their plans for standards. Resources are listed for work done to date on standards in specific curriculum areas. (SLD)

ED 373 082   TM 021 971

Estrin, Elise Trumbull
Alternative Assessment: Issues in Language, Culture, and Equity.

for the test. Section A, for administrators, teachers, counselors, Indian program staffs, and Johnson-O-Malley parent committees considers basic premises about test preparation, the objectives of preparation activities, how to help students prepare for the ACT, and how to address test anxiety. Section B illustrates some common misconceptions that students hold about the test. Section C contains test-preparation materials and the structure for a self-initiated, self-directed ACT-preparation plan. Section D contains a series of fact sheets that are useful for anyone involved in test preparation. Materials in Section E, "Resources," are designed to help students and their parents find currently available test-preparation resources. Eight commercial publications, ACT-prepared materials, university-based preparation programs, school-based programs, and Oklahoma Indian Tribal Higher Education Offices are listed. (SLD)

ED 373 102 TM 021 997

Meyer, David E.; Kieras, David E.
EPIC Computational Models of Psychological Refractory-Period Effects in Human Multiple-Task Performance.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 1 Jun 94
NOTE- 57p.; For related document, see TM 021 998.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Computer Simulation; Decision Making; Goodness of Fit; Models; *Perceptual Motor Coordination; *Performance; *Reaction Time; Stimuli; *Theories
IDENTIFIERS- Choice Behavior; *EPIC Architecture; Intertask Interference; Psychological Refractory Period

Perceptual-motor and cognitive processes whereby people perform multiple concurrent tasks have been studied through an overlapping-tasks procedure in which two successive choice-reaction tasks are performed with a variable interval (stimulus onset asynchrony, or SOA) between the beginning of the first and second tasks. The increase in subjects' reaction times (RTs), called the psychological refractory-period (PRP) effect, for Task 2 reveals basic characteristics of multiple-task performance. In this report, quantitative computational models are formulated to explain and predict the PRP effect and related phenomena on the basis of the Executive Process-Interactive Control (EPIC) information-processing architecture, which is a theoretical framework for precisely modeling human performance under representative single-task and multiple-task conditions. (Kieras & Meyer, 1994, Tech. Report TR-94/ONR-EPIC-1). Computer simulations suggest that the PRP effect may stem from subjects' task strategies and limitations on their peripheral perceptual-motor resources, rather than from a cognitive decision or response-selection "bottleneck." The goodness-of-fit between simulated and empirical data documents the EPIC architecture's utility for understanding and characterizing human multiple-task performance. (Contains 105 references and 16 figures.) (Author/SLD)

ED 373 103 TM 021 998

Kieras, David E.; Meyer, David E.
The EPIC Architecture for Modeling Human Information-Processing and Performance: A Brief Introduction.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 1 Apr 94

ED 373 122 UD 029 938

Carter, Robert T., Ed.; Johnson, Samuel D., Jr., Ed.
Racial Identity Theory, Research, and Applications. Edited Conference Proceedings of the Annual Teachers College Winter Roundtable on Cross-Cultural Counseling and Psychotherapy (8th, New York, New York, February 22-23, 1991).
PUB DATE- Feb 91
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Clinical Psychology; *Counseling; Cross Cultural Studies; Cultural Awareness; Educational Research; Elementary Secondary Education; *Ethnic Groups; Feminism; Immigrants; *Minority Groups; *Multicultural Education; *Psychotherapy; *Racial Identification; Theories

The 1991 Winter Roundtable on Cross Cultural Counseling was the first national conference devoted to the topic of racial identity in counseling and psychotherapy. Conference papers include: (1) "A Brief Continuing History of the Teachers College Winter Roundtable on Cross-Cultural Counseling and Psychotherapy" (Samuel D. Johnson, Jr.); (2) "Racial Identification and Feminism: A Synthesis of Perspectives for a Focused Group Intervention" (Margaret M. Walker); (3) "Adult Transracial Adoptees and Racial Identity: Implications for Counseling" (Jana Goldsmith and Kevin Wickes); (4) "Racial Identity Research on Asian-Americans and American Indians: Is Racial Identity Misplaced or Forgotten in the Literature?" (Eric Kohatsu, And Others); (5) "The Relationship of Racial and Feminist Identity Attitudes to Black Women's Career Values" (Pamela L. Weathers, And Others); (6) "Promoting a Healthier Cultural Climate on Campus: A Racial Identity Training Approach" (Julia Yang, And Others); (7) "Issues Affecting Client-Counselor Relationships in Cross-Cultural Counseling" (Marta Aizenman and Yvonne Watson); (8) "The Integrated Cultural Influence Protocol (CICI): Relevance of Culture in Clinical Work with Hispanics" (Carmen I. Vazquez, And Others); (9) "A Developmental Approach to Group Therapy with Acting-Out Hispanic Adolescent Males" (Fred Millan and Jane Chan); (10) "Trusting Ole' Wise Owls: Therapeutic Utilization of Cultural Strengths in African-American Families" (Howard C. Stevenson and Gary Renard); (11) "Counseling Immigrant Children in the United States Public Schools" (Giselle Esquivel, And Others); and (12) "Minority Student Recruitment: Secret to Success?" (Lisa Porche-Burke, And Others). (SLD)

ED 373 123 UD 029 939

Johnson, Samuel D., Jr., Ed.; Carter, Robert T., Ed.
Addressing Cultural Issues in an Organizational Context. Edited Conference Proceedings of the Teachers College Winter Roundtable (New York, New York, 1992).
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Black Students; *Context Effect; *Cultural Awareness; Cultural Differences; Disadvantaged Youth; Elementary Secondary Education; *Minority Groups;

generally desired released time from teaching and advising to concentrate on sponsored research activities. Heavy teaching loads, other scholarly and entrepreneurial interests, committee work, and lack of advance warning were obstacles that prevented them from participating in sponsored research activities. Faculty who did engage in grant related activities more often reaped benefits of released time, extra clerical help, and recognition for their work in college publications. Also these individuals were more likely to seek and receive technical assistance in other areas. Junior faculty reported that they received technical assistance less frequently than their senior colleagues. Data indicated no difference between male and female professors except that females were more likely to stress the importance of technical assistance. A conclusion offers specific recommendations for institutions to foster grantsmanship among faculty. (JB)

ED 372 673 HE 027 557

Arthur, Nancy
Age Influences on the Demands and Coping Strategies of Post-Secondary Students.
PUB DATE- 8 Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Age Differences; *Coping; Emotional Response; Foreign Countries; Nontraditional Students; Problem Solving; Self Evaluation (Individuals); *Student Attitudes; *Student Development; Technical Institutes; Time Management; Two Year Colleges; Young Adults
IDENTIFIERS- Coping Inventory; Southern Alberta Institute of Technology

This study explored the changing nature of post-secondary students' situational demands and how students of different ages cope with those demands. The study proceeded by tracking episodes of demands and coping throughout an academic year with a sample of 56 students enrolled at the Southern Alberta Institute of Technology (Canada) in 2-year academic programs. Students completed four coping inventories at four designated points during the academic year. Results produced no significant differences in the types of demands reported by students of different ages. Among findings were: (1) direct entry students, ages 18-19, made greater use of emotion-focused and disengagement strategies and showed greater coping stability across time suggesting that they appraised their inability to alter demand characteristics and resorted to emotional regulation; (2) students who rated coping efforts as less effective used more emotional venting and disengagement coping; (3) students who rated their coping strategies as highly effective tended to use more problem-focused coping and were able to maintain positive appraisals of demand characteristics; and (4) students age 20 or older used more suppression of competing activities, an active coping strategy important for coping with competing role demands. (Contains 42 references.) (JB)

ED 372 674 HE 027 558

Jepsen, Keith

integrity and reward superior performance. For each recommendation there are specific recommended actions with detailed explanation, rationale, regulatory and statutory references, and places where the recommendation is or has been implemented. An appendix contains guidelines for responsible marketing by FFELP participants, and lists of task force members and members of the Coalition for Student Loan Reform. (Author/JB)

ED 372 693 HE 027 578

Escobar, Miguel; And Others
Paulo Freire on Higher Education: A Dialogue at the National University of Mexico. SUNY Series, Teacher Empowerment and School Reform.
PUB DATE- 94
NOTE- 201p.; Foreword by Peter L. McLaren, introduction by Carlos A. Torres, and afterword by Colin Lankshear.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- College Role; Curriculum; *Educational Change; *Educational Philosophy; Foreign Countries; *Higher Education; Political Power; Power Structure; *Role of Education; *Social Change
IDENTIFIERS- National Autonomous University of Mexico

This volume presents a dialogue in 1984 between internationally recognized philosopher/educator, Paulo Freire, and Miguel Escobar, Alfredo L. Fernandez, and Gilberto Guevara-Niebla, educators at the National University of Mexico, on educational emancipation and the role of higher education. The dialogues address the relationships between education and power, higher education curriculum and social reality, and the role of intellectuals and universities. Section 1 is on education and power and addresses power and social change, Freire's pedagogism, education and social reproduction, transformation and institutional space, educative manipulation, democracy and knowledge, power and popular movements, revolutionary education, pedagogy of transition, cultural organizers, conservative use of Freire's thought, revolution, liberating education, popular culture and alienation, educational nihilism, educational distortion, and loving revolution. Section 2, on curriculum and social reality, looks at symbols of power, revolutionary formation and practice, Freirian epistemology and curricular technicism, technical and scientific education, teaching and formation, democratization of higher education, and educational criticism. Section 3 focuses on the role of intellectuals and covers politics and academic policies, academic policy and global politics, political pluralism, academic policy and historical conditions of social structure, risk and creativity, ideological tolerance, Nicaraguan Revolution, and intellectuals as prisoners of the Cartesian discourse. (JB)

ED 372 694 HE 027 579

Systemwide Aviation/Aerospace Education Program Review. Aviation/Aerospace Task Force's Report to the Oklahoma State Regents for Higher Education.
PUB DATE- Jan 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attribution Theory; College Freshmen; Colleges; College Students; *Difficulty Level; *Educational Attitudes; Foreign Countries; Higher Education; History; Legal Education (Professions); *Majors (Students); Mathematics; Physical Education; Self Efficacy; Self Evaluation (Individuals); Student Behavior; *Student Motivation
IDENTIFIERS- *South Africa

This study sought to determine whether the motivational patterns of first-year university students differed between courses of varying difficulty levels, and the nature of the interactions between self-efficacy, attributional style, and academic achievement. A total of 509 students majoring in history, physical education, mathematics, and private law at an independent, rural South African university were surveyed. A two-part subject-specific questionnaire was developed for each of the four courses of study to assess how students in the specific majors rated their self-efficacy, goal-orientation, attributional choice, and attributional style. The results indicated a relationship between motivational pattern and course difficulty, but not between motivational variables and academic achievement. Based on the results, it would seem that students need to have an adaptive motivational pattern before they would accept the challenge of a difficult course of study such as mathematics or private law. (Contains 28 references.) (MDM)

ED 372 713 HE 027 598

Roche, George Charles
The Fall of the Ivory Tower: Government Funding, Corruption, and the Bankrupting of American Higher Education.
PUB DATE- 94
NOTE- 310p.; Foreword by Malcolm S. Forbes, Jr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; College Curriculum; College Instruction; College Role; Colleges; *Criticism; Educational Finance; *Federal Aid; *Financial Support; *Government School Relationship; Higher Education; Paying for College; Politics of Education; Research; State Government; Universities
IDENTIFIERS- Financial Analysis

This book maintains that federal subsidies to higher education have allowed American colleges and universities to overstaff, overspend, and overbuild, creating an economic, academic, and moral crisis in higher education. The book argues that, although American colleges and universities are the envy of the world, government funding has subsidized fiscal mismanagement and institutional corruption. Federal and state aid has driven college costs to unbearable levels, financed the professoriate's flight from the classroom, encouraged the abandonment of the traditional curriculum, and led to educators' rejection of their parental stand-in role. Ultimately, it has forced many institutions to change their top priority from educating undergraduates to attracting government funds. Hundreds of institutions are on the brink of financial disaster, with government subsidies creating an academic welfare state that will have to suffer radical change if America's educational institutions are to survive. Recommendations for remodeling American higher education are

*Educational Television; Elementary Secondary Education; Glossaries; Higher Education; *Interactive Television; Telecommunications; Television Teachers

This guide is aimed at those who wish to teach with interactive television, defined as a two-way interactive audio and video channel for use by local schools. The text is designed to help instructors understand how to use the medium for distance education. The document examines how television works in both the audio and video components, and hints are given for preparing an interactive television class. Teaching an interactive television class is discussed; checklists for teachers and students are included; and the evaluation process is examined. A 5-day workshop for interactive television instruction is presented which includes topics and timetables. Finally, the guide covers how to install the equipment necessary for interactive television in the classroom. A glossary of telecommunications terminology is included. (Contains 29 references.) (JLB)

ED 372 733 IR 016 670

Educational Research and Improvement Act of 1993. Report To Accompany S. 286 from the Senate Committee on Labor and Human Resources. 103d Congress, 1st Session.
PUB DATE- 2 Nov 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Citizenship Education; Civics; Demonstration Programs; Educational Finance; *Educational Improvement; Educational Innovation; *Educational Research; Educational Trends; Elementary Secondary Education; Evaluation Methods; *Federal Legislation; *Federal Programs; *Financial Support; Higher Education; Minority Groups; Policy Formation; Program Development; Program Implementation; *Public Agencies; Research and Development; Teacher Education
IDENTIFIERS- Congress 103rd; National Education Goals 1990; *Office of Educational Research and Improvement

The Senate Committee on Labor and Human Resources reports favorably on the bill (S. 286) to extend and strengthen authorities of the Office of Educational Research and Improvement (OERI) and to promote a number of education-improvement programs through fiscal year 1999. OERI is the research and development arm of the U.S. Department of Education. In spite of the importance of its duties, funding in terms of constant dollars has decreased approximately 80% since 1973. The proposed act seeks to reverse this trend by redefining the authorities, functions, and responsibilities of the office, and establishing five new research directorates. The bill also creates a nonpartisan Advisory Board of Educational Research to review research and evaluate its quality. An Office of Dissemination and Reform Assistance is established to provide national coordination, and regional education laboratories are established to advance the National Education Goals. In addition, S. 286 includes a minority focused civic education program for improved instruction in civics for minorities and Native Americans. This initiative also supports teacher education in civics. The Committee believes that this act will support educational research of the highest quality and will strengthen the flow of information and technical assistance to every student. (SLD)

ED 372 734 IR 016 671

in education and then identifies the benefits of technology in solving these challenges. Next, the state of technology and education in North Carolina are presented in three areas--computer literacy, student information management, and distance learning by satellite. Five objectives for change are presented: (1) changed definitions and percentages of schools and schooling; (2) changed student roles and activities; (3) changed teacher roles and activities; (4) changed administrator roles; and (5) expanded methods of assessment. The technology infrastructure of a networked school is described; strategies for action are suggested; and the roles and responsibilities of the participants are identified. Included in the appendices are criteria for approval for local technology plans; the technology equipment plan; and media and technology visitation sites. (Contains 43 references.) (JLB)

ED 372 754 IR 054 809

Focus on Firearms. Biblio Alert! New Resources for Preventing Injury and Violence.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accident Prevention; Annotated Bibliographies; *Child Health; Information Sources; *Injuries; *Safety
IDENTIFIERS- *Firearms

This annotated bibliography provides information on important resources on firearm injuries. It is divided into two sections: (1) New Resources, including journal articles (28 titles), reports and books (15 titles), other resources (13 titles), and popular press (3 titles); and (2) Classics, including journal articles (10 titles), reports and books (6 titles), other resources (1 title) and popular press (1 title). (MES)

ED 372 755 IR 055 106

Herie, Euclid J.
Dog Sleds to Satellites: Library Service in the Land of the Midnight Sun.
PUB DATE- May 94
NOTE- 28p.; Address to the Biennial National Conference of Librarians Serving Blind and Physically Handicapped Individuals (17th, Denver, CO, May 1994). Research by Wanda S. Hamilton.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Blindness; Braille; Computer Networks; *Delivery Systems; Disabilities; Foreign Countries; Indigenous Populations; Information Dissemination; Information Networks; *Library Services; Nonprint Media; Special Libraries; Technological Advancement; *User Needs (Information)
IDENTIFIERS- *Canada; *Northwest Territories

The role of the Canadian National Institute for the Blind (CNIB) in serving the aboriginal (indigenous) peoples of Canada, especially those in the Northwest Territories (NWT), is described, and the possibilities for future library delivery systems are discussed. The right of these peoples, and of all coverage rates, a descriptive evaluation, a brief description of the relationship to the Census of Governments library directory, lists of specific public libraries and sources of undercount or overcount in the NCES dataset, a description of branch library counts, and additional findings of note. There are two broad purposes of this evaluation. First, it is an evaluation of coverage, intended to raise specific issues for discussion among NCES, the Federal State Cooperative System (FSCS), and the states. Secondly, it is the starting point for evaluating additional issues of the statistical program, including definitions and the accuracy/reliability of various library service measures that result from the program. (MES)

ED 372 776   JC 930 187

Franco, Robert W., Ed.; Shimabukuro, James N., Ed.
Beyond the Classroom: International Education and the Community College. Volume I: Internationalizing the Curriculum with an Asian-Pacific Emphasis.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 146p.; For volumes II-IV, see JC 930 188-JC 930 190.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Studies; Community Colleges; Course Content; Course Descriptions; *Curriculum Development; Curriculum Enrichment; Foreign Countries; *International Programs; *International Studies; Program Descriptions; Two Year Colleges
IDENTIFIERS- *Asia Pacific Region

Part of a four-volume set in which community college educators discuss their efforts to internationalize the educational experience of the students and communities they serve, volume I in this series highlights seven different but easily integrated strategies for adding an Asian-Pacific emphasis to the curriculum. Volume I includes: (1) "Developing and Establishing an International Studies Program," by Theo S. Sypris; (2) "The Humanities Department's Asian-Pacific Focus," by Robert Fearrien and Loretta Pang; (3) "Hawai'i's People: Social Science 120," by Jane Fukunaga and Robert Fearrien; (4) "Asian-Pacific Emphasis in the Social Sciences," by Jane Fukunaga; (5) "Designing an Asian Perspectives Course," by Jane Fukunaga and Loretta Pang; (6) "Developing Pacific Islands History," by John Cole; (7) "Developing a Pacific Islands Course and a Track of Studies," by Robert Franco and others; (8) "Internationalizing the Language Arts Curriculum," by Louise Pagotto; (9) "Mathematics and Natural Sciences," by Charles Matsuda; (10) "Upgrading the Sales and Marketing Curriculum with an Asian-Pacific Emphasis," by Irmagard Kop Davis; (11) "Internationalizing the Curriculum in Food Service and Hospitality Education," by Kusuma Cooray; (12) "Internationalizing the General Education Curriculum," by Dick Mayer; (13) "Developing Leeward Community College's Japan Studies Program," by John Conner; (14) "Hawaiian and Pacific Studies at Leeward Community College," by Leialoha Apo Perkins; and (15) "Developing a Marianas Pacific Studies Program," by Barbara Moir. Concluding comments discuss similarities and differences in the approaches of the colleges, successful implementation strategies, and future issues. (KP)

ED 372 777   JC 930 188

provides a detailed description of the UKCCS, including a review of its governance structure, planning and evaluation processes, and relationships among the 14 colleges in the system, and staff and student groups. Part I reviews the creation of the UKCCS system, describes system colleges and powers of the governing board, and explains the system's relationship to the University of Kentucky (UK). Part II reviews the development and approval of academic policy and practice in the community college senate and council, senate advisory committees, senate standing committees, and discusses UK lower-division courses. Part III examines the role of the System Office in assessing overall institutional effectiveness, and describes mandated reviews and the use of evaluation results. Part IV focuses on the planning cycle and the budget development process, while part V reviews relationships with and authority of external agencies, including the state Council on Higher Education and Cabinet for Workforce Development. Part VI outlines the delegation of authority and relationships between the UKCCS Office and the 14 colleges, and part VII describes the organization and function of faculty groups, student groups, the alumni association, and other groups. Part VIII provides an appraisal of the effectiveness of the UKCCS in meeting its goals in 1992-93. Finally, part IX forecasts enrollments and major programmatic and capital trends for 1994-98. (KP)

ED 372 794 JC 940 431

Caldwell, Frank W., Jr.
Laboratory Activities in Tech Prep.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (19th, Boston, MA, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Educational Needs; High Schools; High School Students; *Learning Laboratories; *Mathematics Instruction; *Mathematics Materials; Mathematics Teachers; Program Descriptions; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Tech Prep

Although high schools typically concentrate on preparing students to enter baccalaureate degree programs, it is estimated that by the year 2000 more than 70% of the jobs in America will not require a four-year college degree. The Tech Prep program is designed to provide technically oriented backgrounds to the middle fifty percent of high school students who may not pursue a four-year college degree but choose a two-year trade, technical, or community college program. The mathematics component of Tech Prep, Applied Mathematics (AM), was created by a consortium of 42 states and the Center for Occupational Research and Development. AM consists of 25 competency-based units covering basic math skills, geometry, algebra, quality control, and trigonometry. The learning materials for each unit include a 10-15 minute video program, a student text, a teacher text, mathematics laboratory activities, practical problem-solving exercises, and glossary. In the AM classroom, the teacher is a facilitator, the students actively participate, work in groups, and are allowed to use calculators. Tech Prep students who have completed AM courses will enter two-year institution making use of television, consortia of institutions promoting DE, and "colleges without walls" which offer only telecourses and have no campus. Next, pros and cons of DE are discussed, indicating that studies of student outcomes show that DE students learn as well or better than classroom students and that most DE programs include opportunities for teacher/student interaction contrary to common criticisms of DE. A base model is then provided for statewide distance education, including assumptions about delivery and curriculum and tables of costs per full-time equivalent student with the use of full-time instructors, the use of part-time instructors, full- and part-time instructors with extra grading time, and full- and part-time instructors with extra meeting times. This section also provides tables of potential savings per option. Finally, three options for a statewide system are discussed and four policy changes concerning removing enrollment caps to provide incentive for DE are considered. A discussion of cost assumptions and 81 references are appended. (KP)

ED 372 812 JC 940 453

Coordinated Decentralization: Restructured Governance for the New Community Colleges. Commission on Innovation Policy Discussion Paper Number 6.
PUB DATE- Dec 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *College Governing Councils; Community Colleges; *Decentralization; Educational Change; *Governance; Organizational Development; Policy Formation; Power Structure; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *Coordinated Decentralization

Intended to provide background information and preliminary policy options for the California Community Colleges' Commission on Innovation, this document explores changes in local and systemwide college governance to enhance efficiency and effectiveness. Following introductory materials detailing the Commission's charge, the current state governance system is reviewed, including a history of governance systems from 1910 to 1992 and a discussion of the role of the legislature, the Board of Governor (BOG) and Chancellor's Office (CO), and the district boards. This section also describes the governance system in practice, indicating that the BOG has limited authority over the colleges, the legislature micromanages college affairs, and interest groups dominate the policy making process. Next, the paper proposes the establishment of a unified and coherent community college system with increased local college freedom and accountability called coordinated decentralization. The following features are described: (1) the BOG would assume from the legislature the principal governing authority for the system; (2) the BOG would delegate broad authority for college operations to local districts; (3) Chancellor's Office staff would become employees of the California Community Colleges, and would no longer be hired under laws of the Civil Service system; (4) district governing boards would be expanded to include members from sectors in the community with a stake in the colleges; (5) districts would emphasize policy oversight for accountability rather than administrative decision-making; (6) the system would establish common student performance standards and accountability

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Child Caregivers; *Corporate Support; *Day Care Centers; Early Childhood Education; *Employer Supported Day Care; Fringe Benefits; Preschool Teachers; Program Descriptions; Program Evaluation
IDENTIFIERS- *Corporations; *Quality Indicators

A study examined issues of quality in corporate-sponsored child care centers for children up to the age of 6. The study used a combination of methods, including a literature review, telephone interviews with corporations sponsoring child care centers, and visits to 12 corporate-sponsored child care centers. The findings came under the four headings of issues related to quality, discussion with experts in the field, characteristics of corporate-sponsored programs, and case studies of six corporate-sponsored programs. The study determined that the quality of a center depends largely on the staff who provide the care. Specific indicators of quality include: (1) staffing patterns--the ratio of adults to children, group sizes, staff schedules, and staff turnover; (2) staff credentials--educational background, experience, ongoing training; (3) wages and benefits for staff, which influence recruitment and retention of highly qualified staff; and (4) existence of an educational plan or philosophy that provides a framework for the teachers. Additional criteria that reflect a center's commitment to these quality indicators include licensing and accreditation, auspice (financial and legal ownership), and the operating budget allocation for staff. Contains 26 references. (TJQ)

ED 372 831 PS 022 443

Flekkoy, M. G.
Children's Rights. Reflections on and Consequences of the Use of Developmental Psychology in Working for the Interests of Children. The Norwegian Ombudsman for Children: A Practical Experience.
PUB DATE- 93
NOTE- 546p.; Ph.D. Thesis, University of Gent.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Child Advocacy; Children; *Childrens Rights; *Child Welfare; *Developmental Psychology; Foreign Countries; Global Approach; International Organizations; International Programs
IDENTIFIERS- *Norway; *Ombudsman for Children (Norway); United Nations Convention on Rights of the Child

Since the 1989 United Nations Convention on the Rights of the Child, nations are obligated to submit regular reports to the international Expert Committee, which will require monitoring conditions for children. This study discusses the Norwegian Ombudsman for Children as a useful source of experience for other countries. Chapter 1 presents those trends in legal rights, child psychology, human rights, and public opinion that converged in the 1950s and 1960s to create an international concern for children's rights. Chapter 2 shows how in the last 10 to 15 years children have been seen as competent, active subjects, instead of passive objects. Chapter 3 describes developments in Norway that led to the establishment in 1981 of the Ombudsman for Children. Chapters 4 and 5 describe the establishment of and changes in the Ombudsman, its practical work, how cases were handled, and those elements and issues of developmental psychology that were most helpful in its work.

require that both parents or guardians of the children be working or enrolled in job training or education programs and that families meet a household income requirement. The purpose of the Starting Points Preschool Program is to provide quality early childhood education services to children who meet the two previously stated federal criteria, as well as three state-specified criteria of age, at-risk status, and parent or guardian agreement to participate in program activities. Following an introduction that includes tables on program funding and participation, the report presents tables of data in six categories. The six categories are: (1) applicant information; (2) enrollment data and characteristics of classes; (3) demographic characteristics of the Starting Points participating children; (4) eligibility criteria and parent or guardian data; (5) parental involvement; and (6) program assessment data. Each of these sections includes a summary statement. A final summary of the report includes tables on program characteristics and on comparison of the programs 2 years of operation. Four appendices contain correspondence, pages from the program's guidelines for application, program regulations, and a copy of the project survey. (TJQ)

ED 372 849 PS 022 597

Child Care Resources Catalogue: Child Care Initiatives Fund Projects. Updated = Catalogue des ressources en services de garde a l'enfance: Projets de la Caisse d'aide aux projets en matiere de garde des enfants. Mis a jour.
PUB DATE- Dec 93
NOTE- 369p.; For earlier version, see ED 366 448.
LANGUAGE- English; French
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Catalogs; Child Caregivers; *Day Care; Early Childhood Education; *Educational Resources; Foreign Countries; Information Sources; Professional Development; Program Development; Reference Materials; *Resource Materials
IDENTIFIERS- *Canada

This catalog update lists over 150 end-products of projects sponsored by Health and Welfare of Canada under the Child Care Initiatives Fund. These child care resources include: final reports, manuals, books, conference proceedings, videos, kits, and pamphlets. The first edition of the catalog covers projects completed as of September 1992, as well as some ongoing projects that have available resources. The catalog is produced in a loose-leaf format to allow for annual updates, and each resource is listed numerically by project number. Comprehensive multiple indexing allows searching by name (sponsor and author), title, and subject. Each resource entry contains the following information: title, sponsor, address, telephone, FAX, contact person, product type, language, author or editor, availability, and abstract. (TJQ)

ED 372 850 PS 022 600

Cohn, Ruth; Chetley, Andrew
Why Children Matter: Investing in Early Childhood Care and Development.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

announcements of meetings and events; and (9) parent-teacher exchange day. An appendix lists possible topics for a parent course. (HTH)

ED 372 867 PS 022 679

Adams, Nancy Heausler
Ask, Don't Tell: The Value of Asking Young Children Questions.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Cognitive Development; Communication Skills; Early Childhood Education; Language Acquisition; Language Usage; Learning Processes; *Questioning Techniques; Self Esteem; Special Needs Students; Teacher Behavior; *Teacher Student Relationship; *Young Children
IDENTIFIERS- *Questions

Noting that the majority of teachers use restrictive rather than responsive language, this paper suggests that teachers consider using questioning techniques as a way of making their language more responsive. The paper notes that restrictive language involves teacher control, includes commands and criticisms, discourages independent thinking, and encourages submission, whereas responsive language encourages verbal give-and-take and independent thought, implies choices, includes explanations, and is nurturing and elaborative. The paper then explores ways that questions can be used to make language more responsive. Questions can be used to: (1) communicate positive attitudes and encourage thinking and learning; (2) stimulate language development and cognitive development; (3) enhance self-esteem; (4) manage behavior appropriately; and (5) promote inclusion of special needs children. A questionnaire of appropriate practices in each of these five areas is appended. (HTH)

ED 372 868 PS 022 682

Podmore, Valerie N.
Employment and Childcare Arrangements among Families.
PUB DATE- 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; *Employed Parents; Foreign Countries; *Parent Attitudes; Parent Role; *Personnel Policy; Preschool Children; Preschool Education; Toddlers; *Work Attitudes
IDENTIFIERS- *New Zealand (Wellington)

A study investigated parents' experiences and their views on labor force participation and childcare arrangements. An in-depth interview was conducted with the parent or parents from 60 families with 5-year-old children, selected randomly from 14 schools in the greater Wellington, New Zealand, region. Results included the following: (1) playgroups were attended most often when the children were aged under 1 year, playcentre and childcare centers were used more often when the children were aged over 1 or 2 years, and among 4-year-olds, kindergartens were the type of service most frequently used; (2) socializing, travel or transport to the child care center, and fees or in 1988 as a rural telecomputing testbed at Western Montana College, by offering an online course via modem to rural K-12 teachers. BST customized its function and services based on advice from practicing teachers and since then has offered free access and online lessons to all citizens interested in learning the benefits of telecomputing. BST offers many services including six community bulletin board systems; Internet E-mail; Internet self-teaching lessons; rosters of K-12 telecurricular projects; graphics; and free local and global customized databases to serve K-12 education and local citizen entrepreneurship and teleliteracy. Bulletin board systems can serve as cost-effective local networks accessing specific Internet services, as opposed to paying for full Internet connectivity. Barriers to community networking are related to enlightened self-interest versus short-term profit motives, lack of teleliteracy among leadership, fear of technology, citizen teleliteracy development needs, and control of information. This paper concludes that national, regional, and local governments should develop programs for funding grassroots innovations toward developing community networks. (LP)

ED 372 886 RC 019 698

O'Brien, Margaret
Northland Wilderness Experience: An Experiential Program for the Youth of Taitokerau.
PUB DATE- Apr 90
NOTE- 164p.; Appendix 3B, "Personal Background Questionnaire", has been lined through.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adventure Education; *Behavior Change; *Change Strategies; Evaluation Methods; Foreign Countries; *High Risk Students; Individual Development; Outdoor Education; Program Evaluation; Questionnaires; Secondary Education; Self Concept Measures; *Self Esteem; Self Evaluation (Individuals); Therapy
IDENTIFIERS- *New Zealand

The Northland Wilderness Experience (NWE) was established in 1985 to provide outdoor therapeutic programs for at-risk youth from the Northland region of New Zealand. The program involved a physically challenging 10-day expedition, followed by an 18-month followup period of group outdoor activities offered every 2 weeks. By the end of 1989, 280 youth had worked through 32 expeditions run by NWE. The first four chapters examine: (1) the process of assessing change and the experiential nature of research and evaluation for NWE; (2) at-risk behavior and why youth become at-risk; (3) approaches to achieving change through the wilderness experience; and (4) profiles of youth who have attended the NWE, giving information on the nature and extent of their at-risk status. The remaining three chapters look at the degree of personal change achieved by program participants. Because of frequent revisions of questionnaires, data were analyzed from only 250 participants. Questionnaire results following the 10-day expedition indicate that the experience had a positive impact on most youth and provided a catalyst for behavior change. Results from the Wilderness Self-Esteem Scale administered prior to the wilderness experience and 6 months afterward indicate significant decreases in behavior associated with helplessness and chronic low self-esteem and significant increases in coping behaviors associated with high self-esteem. At-risk behaviors decreased college and four-year institutions. Recent research suggests that institutional practices in high schools have much to do with the low postsecondary participation rates of minority group students. Several innovative projects to counter such influences include community-based group tutorials and "untracking" of low- and high-achieving students. A number of barriers and problems reduce Hispanic rates of transfer from two- to four-year institutions and of four-year college completion. Suggestions to help students overcome alienation and other problems include support systems, guidance and counseling, minority group organizations and cultural centers, high involvement in both social and academic life, and favorable relationships with faculty and advisers. Other related issues are the importance of financial aid for Hispanic students, the higher educational attainment of Hispanic women versus Hispanic men, the benefits of Hispanic cultural elements and Spanish-language materials in the college curriculum, and research needs. (Contains 20 references.) (SV)

ED 372 904 RC 019 746

Finley, Mary
Cultivating Resilience: An Overview for Rural Educators and Parents. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Agency Cooperation; Community Role; *Educational Strategies; Elementary Secondary Education; *High Risk Students; Mentors; *Rural Education; *School Community Relationship; *Social Support Groups; Student School Relationship
IDENTIFIERS- ERIC Digests; *Resilience (Personality)

Resilience is a quality that characterizes children who, though exposed to significant stress and adversity in their lives, do not succumb to the school and life failures predicted for them. Recent research suggests ways that schools and communities can protect children from the threats that confront individuals and families. This digest interprets such findings for application in rural areas. The notion that schools and communities can nurture students' resilience and competence constitutes a radical shift away from the concept of "at risk" and its negative implications. Key protective factors found in families, schools, and communities include caring, supportive relationships; high expectations; and opportunities for social participation. Protective factors help develop resilient children who exhibit social competence, problem-solving skills, and a clear sense of personal autonomy and purpose. Because of their comparatively greater social capital, rural communities may have a head start on developing local efforts to nurture resilience. The development of such efforts includes several elements: (1) assessing local threats and setting priorities; (2) assessing and enhancing existing support systems; (3) promoting and celebrating mentoring relationships between children and adults; and (4) collaborating across agency and institutional boundaries. Resources on resilience, mentoring, and service learning, in the literature and on the Internet, are recommended. (Contains 15 references.) (SV)

Science; Higher Education; Interdisciplinary Approach; Junior High Schools; Learning Processes; Lesson Plans; *Methods Courses; Middle Schools; Misconceptions; *Preservice Teacher Education; Questioning Techniques; Science Activities; Science Curriculum; *Science Instruction; *Science Teachers; Teaching Methods

IDENTIFIERS- Authentic Assessment; Learning Cycle Teaching Method

This book describes methods used in the education of science teachers. Chapters in the book and authors are as follows: (1) "Teaching Elementary Teachers How to Use the Learning Cycle for Guided Instruction in Science" (John Staver and Gail Shroyer); (2) "Helping Preservice Teachers Master Authentic Assessment for the Learning Cycle Model" (Nancy Murphy) (3) "Teaching Science 'Backwards': Changing a Preservice Teachers' Conceptions about Planning Using a Learning Cycle Model" (Suzanne Weber); (4) "The Process of Planning for Science Learning" (James Lubbers); (5) "Helping Teachers Integrate Science Across the Curriculum Using the Learning Cycle" (Ann Cavallo and Larry Schafer); (6) "Integrating Science into the Curriculum Through Narrative" (Michael Jaeger and Carol Lauritzen); (7) "Introducing Elementary Teachers to Thematic Science Instruction" (Patricia Keig); (8) "Helping Science Teachers Develop Effective Classroom Groups" (Nanette Eklund); (9) "Using the Learning Cycle to Introduce Cooperative Learning" (Alan Colburn); (10) "Constructing Concepts of Constructivism with Elementary Teachers" (John Staver); (11) "Eliciting Preservice Elementary Teachers' Beliefs About Science Teaching and Learning" (Sheila Jasalavich and Larry Schafer); (12) "Helping Middle School Pre-Service Teachers to Address Students' Alternative Conceptions" (Saouma BouJaoude); (13) "Increasing Student Curiosity, Persistence, and Critical Thinking During Science Activities" (John Bath); (14) "Having Elementary Preservice Teachers Experience Science as a Way of Knowing" (Paul Jablon); (15) "An Analogical Technique for Teaching Question-Asking Skills to Science Teachers" (Roger Norris); (16) "Teaching Teachers to Use Operational Questions" (Frank Misiti, Jr.); (17) "Authentic Dialogue" (Michael Kamen); (18) "A Performance Based Approach to Preparing Elementary Science Teachers" (Thom Votaw); (19) "The Science Activity Filter: Guidelines for Improving the Selection of Science Activities" (Peter Rillero, Erica Brownstein, and Betsy Feldkamp-Kemp); (20) "Educating Science Teachers Through Action Research" (Dale Merkle); and (21) "A Celebration of Learning" (Ronald Bonnstetter). (PR)

ED 372 924 SE 054 195

Frykholm, Jeffrey A.
External Variables as Predictors of Van Hiele Levels in Algebra and Geometry Students.
PUB DATE- Feb 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Cognitive Development; Correlation; *Geometry; *High School Students; *Junior High School Students; Learning Theories; *Mathematics Instruction; Predictor Variables; Secondary Education
IDENTIFIERS- *Van Hiele Levels; Washington (Spokane)

In the attempt to improve the quality of geometry instruction in schools, researchers and teachers alike have given considerable attention to the van Hiele theory of geometry learning and development, which proposes a series of cognitive levels the study. The Domain/Range/Scale Instrument and the Identification/Construction/Definition Instrument were both administered as pretests and posttests. The results of the study suggest that the treatments were in various ways interactively and independently effective regarding the students' understanding of the concept of function. Contains 25 references. (Author/MKR)

ED 372 943 SE 054 395

Campbell, Kathleen T.; Evans, Cay
Gender Issues and the Math/Science Curricula: Effects on Females.
PUB DATE- 12 Nov 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Coeducation; Equal Education; *Females; Grade 11; Grade 12; High Schools; *High School Students; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education; *Sex Differences; *Single Sex Schools
IDENTIFIERS- Louisiana

This paper discusses a study that compared enrollment patterns in advanced math and science courses of (n=720) junior and senior girls in public coed and parochial all-girls high schools in Louisiana. The study also examined survey responses regarding career goals and positive and negative career influences on girls. The same survey responses from (n=55) boys enrolled in advanced math and science courses at one of the coed public high schools were compared to the responses of both sets of girls. These survey responses indirectly indicated personality factors such as locus of control (instrumentality) and self-esteem. Findings include: (1) girls enrolled in advanced math and science courses seemed to have more positive self-esteem and an internal locus of control as well as strong parental support; and (2) a much larger percentage of girls at the all-girls schools were enrolled in chemistry, advanced biology, and advanced math classes, and a wider variety of advanced math and science courses was offered at the all-girls schools. Contains 21 references. (MKR)

ED 372 944 SE 054 396

Frid, Sandra; Malone, John
Negotiation of Meaning in Mathematics Classrooms: A Study of Two Year 5 Classes.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Constructivism (Learning); *Elementary School Students; Foreign Countries; Grade 5; Interaction; Intermediate Grades; *Mathematics Instruction; Student Role; *Teacher Role
IDENTIFIERS- Australia; *Meaningfulness

Specific mechanisms of classroom interactions by which teachers and students conjecture, criticize, explain, test, and refine should develop an intellectual structure of interrelated concepts on which they can draw with confidence when placed in a problem situation. Chapter 5, "Education of Assessment as Part of Teaching" provides a brief discussion of features and various purposes of assessment. Chapter 6, "The Training Needs of Teachers" suggests the full range of skills and abilities which primary teachers need. Chapter 7, "Teacher Education Approaches" presents ways in which teacher education programs can develop workshops that exploit the commonalties that exist between mathematics and science while providing differences where appropriate. The production of these chapters was a combined effort of the following authors and contributors: Jos Elstgeest, Fred Goffree, Wynne Harlen, Hubert Dyasi, Bernard Hodgson, and Jeanne Bolon. Contains 65 references. (ZWH)

ED 372 965 SE 054 728

Waldrip, Bruce G.; Giddings, Geoffrey J.
Educational Productivity, Pedagogy and Culture.
PUB DATE- Apr 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Classroom Research; Foreign Countries; Grade 10; High Schools; *Science Education; Science Process Skills; *Sex Differences; *Teaching Methods
IDENTIFIERS- *Papua New Guinea

The study reported in this paper combined qualitative (observation, interview and case study techniques) and quantitative (questionnaire and survey instruments) methods to examine: (1) the relationship of current teaching practices to a number of variables that affected students' learning in science laboratory classrooms, (2) which factors affected academic success in an external science achievement examination, (3) whether an educational productivity model was applicable to a developing country context, namely Papua New Guinea (PNG). The sample consisted of 3,182 grade 10 students in 46 PNG secondary schools. Overall, boys had a more favorable attitude towards science than girls. Multivariate analysis showed that PNG science academic achievement was related to quality and quantity of instruction, science laboratory learning environment scales and gender. Male students performed better than female students in external science achievement examinations; however, female students scored higher on a practical process test. The study also revealed that PNG science teachers were very didactic in their approach to teaching. An examination of the cultural context provided some help in trying to explain these teaching practices and students' learning patterns. Finally, this study showed that a modified educational productivity model was applicable to the Papua New Guinea context. (ZWH)

ED 372 966 SE 054 808

Thomson, Barbara S.; Diem, Jason J.
Fruit Bats, Cats, and Naked Mole Rats: Lifelong Learning at the Zoo. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 4p.
LANGUAGE- English

Civilization; World History
IDENTIFIERS- Deconstruction

By utilizing world systems analysis and dependency theory in world history, ways that students can raise questions and integrate ideas at the high school and undergraduate level are identified. A discussion of the origins and design of the 14th century world system demonstrates how it is set apart from the modern world and how conveying that difference to students offers a sense of cultural variation in the face of global integration. Through the use of sources, students can contrast European exploitation of the Americas to European exploitation of Asia. By the deconstruction of the entrenched historical assumption that a world system is positive and desirable, students begin to understand the formulation of more meaningful questions. As an example, Egypt provides a micro level test case as to the necessity or desirability of a world system. In the case of Egypt as a regional microcosm, the evidence illuminates that it was not the existence of a world system of foreign trade that was crucial to Egypt's prosperity, but it was the control of an adequate, revenue-producing, agrarian base that was essential. On the macro level, it was not European control of the world network of long-distance trade that contributed to the rise of power in the west, but it was the European disruption, diversion, and control of the agrarian tax bases of first the Americas and then the Eastern hemisphere that gave rise to a western-dominated world system. (CK)

ED 372 985   SO 024 013

Niemz, Gunter; Stoltman, Joseph P.
InterGeo II: International Geographical Achievement Test. Field Trials Report and Test (Secondary Schools, Grade 8).
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Educational Testing; *Evaluation Research; *Field Tests; Foreign Countries; *Geography; *Grade 8; International Studies; Junior High Schools; Program Evaluation; Skill Development
IDENTIFIERS- *Cross National Studies; *InterGeo II

InterGeo II, a project of the Commission on Geographical Education (CGE) of the International Geographical Union (IGU), has developed a broadly based, field-trialed testing instrument for making cross-national comparisons of achievement in geography. Field trials of InterGeo II were held in 23 countries. Data were analyzed for national achievement levels as well as cross-national comparisons on six subtests. The data analyses suggest a wide variation in basic geography achievement between and among countries. Despite design problems regarding sample selection and curriculum validity, the test results provide general patterns of information regarding achievement in geography to educators worldwide. The discussion of results from InterGeo II may serve as the basis for further research on cross-national achievement. Research on InterGeo II was supported by the German Research Foundation and the Commission on Geographical Education. Three graphs illustrate data on number of usable answer sheets by country, average scores on InterGeo II by subtest and composite, and correct responses by item on InterGeo II. Appendix A provides a list of national coordinators in the 23 countries participating in the study. (Author/CK) discussions. The 3rd section discusses the role of the participant. The next 2 sections discuss leading a study circle in general and a race relations discussion in particular. The 6th section lists 5 goals for a race relations discussion. The 7th section summarizes three remedy choices to be discussed: (1) a civil rights strategy of prohibiting discrimination and enforcing the laws; (2) an affirmative action strategy of taking race into consideration; and (3) a ladder out of poverty strategy of helping the poor in order to close the racial gap. The 8th section is devoted to defining racism. Terms defined are prejudice, discrimination, scapegoating, and racial myths. Four forms of racism discussed are biological or old fashioned racism, symbolic or modern racism, cultural racism, and institutional racism. The 9th, 10th, and 11th sections are discussion guides. The last 2 sections contain an evaluation and bibliography. Contains 22 references. (DK)

ED 373 004 SO 024 266

Population Growth and Policies in Mega-Cities. Sao Paulo.
PUB DATE- Jul 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; Developing Nations; Foreign Countries; Higher Education; *Population Growth; *Urbanization; *Urban Population
IDENTIFIERS- *Brazil (Sao Paulo); Megacities

This document is one in a series of studies that focus on the population policies and plans of a number of mega-cities in developing countries. The object of the series is to examine the formulation, implementation, and evaluation of the population policies of mega-cities from a broad perspective, emphasizing the reciprocal links between population and development. Focusing on the city of Sao Paulo, Brazil, this paper consists of 5 major sections. Section 1 provides basic information on demographic trends and reviews the use of demographic data in planning for rapidly growing urban populations. Section 2 presents background information on the city's economic base, the spatial structure of the metropolitan region, and the sectoral and spatial distribution of jobs. Section 3 reviews early decentralization strategies and how they were evaluated and revised by local planners and then examines current population distribution strategies for the metropolitan region. Section 4 deals with a number of key issues and sectors such as the labor market, urban land, housing, and water supply from the perspective of planning for rapidly growing urban populations and managing urban growth. Educators will be particularly interested in section IV.F. "Health and Education", in which the report states that Sao Paulo has 40,000 teachers who work 40-50 hours per week for low wages; also, schools in low income areas are badly equipped and have only 60-80 percent of school age children attending. Section 5 examines sectoral distribution of public investment and how that investment has influenced the achievement of spatial goals; how individual cities have generated revenue for municipal projects; and what types of institutional arrangements have been established to plan for and manage urban growth. (Author/DK)

ED 373 005 SO 024 273

DESCRIPTORS- Adults; *Employer Attitudes; Fringe Benefits; *Health Activities; Health Facilities; *Health Promotion; *Industry; Mental Health Programs; National Surveys; Physical Fitness; Policy Formation; Private Sector
IDENTIFIERS- *Healthy People 2000; Public Health Service

The survey reported in this document examined worksite health promotion and disease prevention activities in 1,507 private worksites in the United States. Specificlly, the survey assessed policies, practices, services, facilities, information, and activities sponsored by employers to improve the health of their employees, and assessed health promotion activities sponsored by a random sample of worksites with 50 or more employees. The survey was designed to describe characteristics of worksite health promotion activities in the private sector, to measure the level of change in worksite health promotion activity since baseline data was obtained from a 1985 survey, and to track worksite-related activities within the context of "Healthy People 2000: National Health Promotion and Disease Prevention Objectives." The main body of the report presents highlights of the survey by subject areas such as: high blood pressure, cholesterol, cancer, sexually transmitted diseases, smoking control, physical fitness, nutrition, weight control, prenatal education, mental health and stress management, alcohol and other drugs, program administration and support, incentives, and benefits and evaluation. An outline of the survey is appended. (LL)

ED 373 023 SP 035 003

Health Promotion Goes to Work: Programs with an Impact.
PUB DATE- 93
NOTE- 81p.; Produced on behalf of the National Coordinating Committee on Worksite Health Promotion. For related document, see SP 035 002.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Health Activities; *Health Education; *Health Facilities; *Health Promotion; Mental Health Programs; Physical Fitness; Private Sector; Program Descriptions; Program Design; Program Development; Public Sector; *Work Environment

This compendium of worksite health program examples with documented results illustrates the role of the worksite in preventing disease and injury, and promoting health among employees and their families. The document provides a core representation among public and private organizations of outstanding examples of successful programs. The main body of the document consists of program summaries, grouped in chapters according to employee type (private sector or public) and employer size (over or under 1,000 employees). Within each chapter, entries are alphabetized by employer name. The uniform format of the summaries includes: (1) the name of the employer organization; (2) a summary statement of the purpose of the program; (3) the issue(s) on which the program is focused; (4) business type; (5) program setting; (6) the year in which program was initiated; (6) source and level of funding; (7) the name, address, and telephone number of a contact person; (8) a summary of the program's history; (9) a list of primary program activities; and (10) information on the impact of the program. A form is provided for collecting information about programs not included. (LL)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Responsibility; Decision Making; *Fire Protection; Grade 7; Instructional Materials; Junior High Schools; Learning Activities; Lesson Plans; Peer Influence; Prevention; *Safety Education; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the seventh grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of seventh grade students, its objectives include: (1) practicing responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks; and (2) practicing preparation for and reaction to possible fire situations. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Responsibility at Home and Outdoors"; "You're the Director"; "Responsibility in Action"; "...And Now a Message about Smoking and Matches"; and "Final Frame: It's Up to You." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 042 SP 035 383

Fire Safety's My Job. Eighth Grade. Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Jun 93
NOTE- 47p.; For other guides in the series, see SP 035 375-385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alarm Systems; *Fire Protection; Grade 8; Instructional Materials; Junior High Schools; Learning Activities; Lesson Plans; Prevention; *Safety Education; State Curriculum Guides; Work Environment
IDENTIFIERS- *Texas

This booklet comprises the eighth grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of eighth grade students, its objectives include: (1) focusing on technical aspects of fire hazards and detection, and (2) exploring fire hazards outside the home. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Applying Fire Science"; "At the Workplace/Sprinklers"; "Smoke Alarms"; "Outdoor Fire Safety"; and "Accepting My Safety Job." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

ED 373 043 SP 035 384

exercise schedule. (LL)

ED 373 061 SP 035 411

Collinson, Vivienne; And Others
The Best Kept Secret...Self-Initiated Change: Veteran Teachers' Catalyst for Renewal.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Development; Case Studies; *Educational Change; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Individual Development; Innovation; Lifelong Learning; Literature Reviews; *Professional Development; Qualitative Research; Secondary School Teachers; *Self Actualization; Self Management; *Teaching (Occupation)

This paper reviews literature on teaching, learning, and change, focusing on change as a system for self-renewal and examining change in terms of long-term purposes, the risk of failure, self understanding, productive relationships, habits of thinking, and curiosity. The paper presents results from a synthesis of two qualitative case studies of veteran teachers, emphasizing the importance of change and innovation as a source of professional development and renewal throughout their careers. Much of their renewal was self-initiated and undertaken without support from administrators or their district. Discussion includes a possible explanation for self-initiated change, teachers as lifelong learners, learning with/from colleagues, factors that facilitate and/or hinder teachers' efforts to change, and suggestions for assisting veteran teachers in their search for self-renewal. (Contains 44 references.) (JDD)

ED 373 062 SP 035 414

Maline, Mindi Barth, Comp.
Teacher Development Outside the United States. A Selected Annotated Bibliography. Recent Works Collected by the Office of Research. U.S. Department of Education.
PUB DATE- Aug 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Beginning Teacher Induction; Bibliographic Databases; Distance Education; Educational Policy; Educational Research; Elementary Secondary Education; *Faculty Development; *Foreign Countries; Higher Education; *Information Sources; *Inservice Teacher Education; *Preservice Teacher Education; Program Effectiveness; Program Improvement; Student Teaching; *Teacher Education Programs; Vocational Education

The purposes of this U.S. Department of Education project were twofold: (1) to explore the process for obtaining materials, documents, and publications from abroad that were "fugitive" in nature (i.e., documents not typically found in the ERIC system or library collections); and (2) to develop a database of both the materials collected and the people contacted or identified as having expertise in teacher training. The search yielded

Knowledge Brief Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; *Cultural Differences; *Educational Assessment; Elementary Secondary Education; *Equal Education; *Language Proficiency; Minority Groups; Norm Referenced Tests; Performance; Portfolios (Background Materials); Social Influences; Teaching Methods; Test Construction; *Test Use; Test Validity; Track System (Education)
IDENTIFIERS- *Alternative Assessment; Authentic Assessment; Language Minorities; Opportunity to Learn; *Performance Based Evaluation; Reform Efforts

Alternative assessments, also called authentic or performance assessments, have first the common notion of a meaningful performance or product. The use of such alternatives with students belonging to nondominant language and cultural groups is of interest because of the hope that this type of assessment can show what these students can really do and because of the fear that the inequities that are associated with traditional norm-referenced tests will recur. Negative consequences of traditional forms of assessment for students from nondominant cultural and language groups are well documented. Equity issues in the public debate on any assessment are consequential validity, gatekeeping, tracking, and the opportunity to learn. The social context of assessment must be acknowledged in the design of alternative assessments. The alternative-assessment approach is compatible with a constructivist view of learners. Some suggestions are offered for a culturally responsive pedagogy and assessment design. A particular focus is on portfolio use in the pluralistic classroom. Three tables and one figure illustrate the discussion. (Contains 22 references.) (SLD)

ED 373 083 TM 021 972

Supattathum, Suchada; And Others
Statistical Power of Modified Bonferroni Methods.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Hypothesis Testing; *Matrices; *Research Methodology; Simulation; Statistical Analysis; Statistical Studies; *Statistics
IDENTIFIERS- *Bonferroni Procedure; *Power (Statistics); Type I Errors

Multiple-hypothesis testing in the context of a correlation matrix is used to compare the statistical power of the original Bonferroni with six modified Bonferroni procedures that control the overall Type I error rate. Three definitions of statistical power are considered: (1) the ability to detect at least one true relationship; (2) the ability to detect all true relationships; and (3) the average power to detect true relationships. Simulation results show no difference between the seven methods in detecting at least one true relationship,

NOTE- 22p.; For related document, see TM 021 997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; *Computers; *Interaction; Models; *Perceptual Motor Coordination; *Performance
IDENTIFIERS- *EPIC Architecture; Intertask Interference

EPIC (Executive Process-Interactive Control) is a human information-processing architecture that is especially suited for modeling multiple-task performance. The EPIC architecture includes peripheral sensory-motor processors surrounding a production-rule cognitive processor, and is being used to construct precise computational models for basic multiple-task situations. Some of these models are briefly illustrated here to demonstrate how EPIC applies to multiple-task performance, and helps to clarify some basic properties of human performance. Additional applications of EPIC to modeling human-computer interaction are briefly summarized. (Author)

ED 373 104 TM 021 999

Paulson, Leon
Bridging the Gap: Applying Deming's "Quality by Design" to Portfolios.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Portfolio Conference in the Heartland (Des Moines, IA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; Beliefs; Constructivism (Learning); *Educational Assessment; Elementary Education; *Evaluation Methods; Formative Evaluation; Inspection; Learning Theories; Operations Research; *Portfolios (Background Materials); Program Effectiveness; Program Evaluation; *Quality Control
IDENTIFIERS- *Deming (W Edwards); Deming Management Method

The gap between learning and assessment is apparent both in the beliefs of children, who often see no connection between the two, and in the practices of teachers, who do not choose to use the most recently developed means of assessment. This gap stems from management theory and from learning theory. Traditional management in the United States has separated production and inspection, and traditional learning theory has seen learning as passive. Portfolios present the opportunity to address the gap between assessment and learning if educators recognize learning as an active process and if they apply the principles of management of W. Edwards Deming to their construction and evaluation. The key to the Deming approach is in process-based evaluation: it builds quality into the process and does not impose it from the outside. Examples of elementary school students' portfolio building illustrate the use of portfolios with emotionally disturbed and learning-disabled students. Portfolios offer an opportunity for assessment that empowers learning, rather than assessment that polices learners. (Contains 17 references.) (SLD)

ED 373 105 TM 022 005

Chauvin, Sheila; Ellett, Chad D.
"The Morning After": Year IV of a Study of Educators' Perceptions of an Evaluation Program Designed to Replace Lifetime Teacher Certification with a Renewable Credential.

*Multicultural Education; *Organizational Climate; Organizational Development; Psychology; Racial Identification; *Racial Relations; Training
IDENTIFIERS- African Americans

Papers from this year's conference reflect the Roundtable's theme of addressing cultural issues in an organizational context. Topics cover a wide range of institutional and organizational issues in corporate, educational, and treatment settings. Papers include: (1) "The New Corporate Language for Race Relations" (keynote) (Clayton P. Alderfer); (2) "Preparing Institutions for Cultural Diversity" (Elizabeth Davis-Russell); (3) "The Struggle for Voice: Institutional Deafness and Student Diversity" (Kathryn Herr and Gary Anderson); (4) "Career Education for the Disadvantaged Hispanic Adolescent: Statement of the Problem and Possible Solutions" (Daniel T. Sciarra); (5) "Clarence Thomas, Anita Hill, and Us: A Group Relations Perspective on Issues of Diversity, Power, and Authority" (Debra A. Noumair, And Others); (6) "The Cultural Dilemma of Educating Organizations" (Samuel D. Johnson, Jr.); (7) "The Relationship between White Counselors' Racial Identity Attitudes and Their Responses to White Clients Presenting Racial Issues" (Nancy G. Ochs); (8) "Anxiety Disorders in African-Americans: Diagnosis and Treatment in an Urban Hospital Setting" (Cheryl M. Paradis, And Others); (9) "School Based Cross-Cultural Assessment: Science, Hunch, or Stereotype?" (Alberto Bursztyn); (10) "Working the Boundaries: Cultural Issues in Therapy with Incarcerated Sex Offenders" (Kay E. Jackson); (11) "The Role of Multicultural Variables in Assessing and Counseling the HIV-Infected Client" (Mary Ann Hoffman); (12) "Language and Social Context in a Cross-Cultural Workforce" (Roberto Cortez Gonzalez, And Others); (13) "The Role of Accreditation in Enhancing Cultural Diversity in Psychology Graduate and Professional Training Programs" (Joseph F. Aponte); and (14) "Empowerment in Group Therapy: Cognitive Therapy with African-Americans in an Inner-City Psychiatric Clinic" (Eric R. Aronson and Andiea M. Harris). (SLD)

ED 373 124 UD 030 020

Oshita, Jaxon C.
Home-School Communication Seventh Grade .
PUB DATE- Apr 94
NOTE- 52p.; Master's thesis, Saint Xavier University, Chicago, IL.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Communication Problems; *Curriculum Development; Educational Improvement; Junior High School Students; Limited English Speaking; *Mathematics Education; *Parent School Relationship; *Parent Teacher Cooperation; *Student Improvement; Urban Schools
IDENTIFIERS- Illinois

This paper reports on a project designed to improve student achievement through better communication between parents/guardians and teachers of 7th-grade math students in a large, north-central Illinois urban community. Analysis of probable-cause data revealed that no structured means of communication existed. Attempts to communicate were thwarted by students not taking written materials home, the absence of phones in the home, and the problem of non-English-speaking parents/guardians. Improvement strategies fell into five process objectives: (1) initiate contact to establish methods of communication; (2) establish a format for consistent communication; (3) establish verification procedures to ensure

Direct Lending: How To Improve Implementation.
SPONS. AGENCY- National Commission on Responsibilities for Financing Postsecondary Education, Washington, DC.
PUB DATE- 22 Mar 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Federal Legislation; Federal Programs; Government School Relationship; Higher Education; Policy Formation; Program Design; *Program Implementation; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Department of Education; *Direct Lending; New York University; State University of New York

This evaluation study developed 29 recommendations concerning the implementation of direct loans in providing financial assistance to postsecondary school students. The investigation included examination of a current Department of Education (ED) pilot program, a video teleconference to discuss direct lending with 23 individuals in education finance and policymaking, telephone interviews before and after the teleconference with participants and with others who did not participate, meetings with several State University of New York officials, review of materials, and interviews with senior managerial staff at New York University. Key recommendations flowing from the investigation were: (1) design the system to take full advantage of existing systems; (2) amend the statute so schools can phase in the new program; (3) allow schools to certify loan eligibility electronically and transmit student records to ED electronically which would then print the promissory note; (4) make sure ED contractor integrates ED's system with the Internal Revenue Service (IRS) so collections and collection options are maximized; (5) communicate plans, timetables and likely impact on students as soon as possible, particularly to the high school population and media; and (6) use IRS data for verification and to feed an automated reapplication process and collections. Appendixes contain correspondence. (JB)

DESCRIPTORS- *Aerospace Education; Aerospace Industry; *Aviation Education; Educational Trends; Employment Patterns; Higher Education; Labor Needs; Needs Assessment; Private Colleges; *Program Evaluation; State Colleges; State Surveys; Statewide Planning; Technical Education; Trend Analysis
IDENTIFIERS- *Oklahoma

A program review was done of all aviation/aerospace-related higher education programs in Oklahoma. A team of nine experts reviewed statistics on the state's public and private programs, conducted a survey of institutions on industry status and projected training needs, and visited all 10 program locations. The project applied guidelines to evaluate the data and make recommendations. Evaluation covered the industry as a whole including aviation trends, manpower needs, merging technologies, and industrial workforce requirements; Oklahoma state programs; and private programs. The evaluation found that the State System is producing too many pilots and aviation maintenance technicians and devoting too little effort to planning designed to meet future aviation/aerospace needs in the state or nationally. The evaluation recommended a statewide comprehensive program planning process to improve efficiency and excellence and to develop strategies to meet current and future needs. New career track programs recommended include fiber optics, laser optics, robotics, and space medicine. In addition the State System was urged to identify strategies to encourage and facilitate participation of women and minorities in the industry. Finally, the report recommends that Oklahoma focus more resources on mathematics and science educational reform. Appendixes list task force members, describe the Task Force activities, and identify areas of future labor force shortages. (JB)

included. Contains references for each chapter in the form of endnotes. (MDM)

ED 372 714 HE 027 599

Zykowski, Jane L.
California Educational Research Cooperative Annual Report, 1994.
PUB DATE- 94
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *College School Cooperation; Cultural Awareness; Dropout Programs; Educational Finance; *Educational Research; Elementary Secondary Education; Extended School Year; Higher Education; *Institutional Cooperation; *Partnerships in Education; Preschool Education; Program Descriptions; Regional Programs; *Research Projects; School Community Relationship; School Districts; School Effectiveness; Student Evaluation
IDENTIFIERS- California (San Bernardino); *California Educational Research Cooperative; University of California Riverside

This report discusses the activities of the California Educational Research Cooperative (CERC) over the past year. The CERC was established in 1998 as a joint venture between the School of Education at the University of California, Riverside, the San Bernardino County Offices of Education, and 19 local school districts to bring educational professionals and research scholars together to foster collaborative research projects, teacher education, direct support for school systems, and the creation of a regional data system. The report outlines various research activities in progress in the areas of student assessment, combination classes, cultural diversity, marketing research, school-community relations, the opening of new schools, dropout prevention, school restructuring, and year-round education. Specific research projects and interventions by members of CERC are also described. The report also provides information about CERC's revenue, expenditures, publications, sponsors, members, and staff. (MDM)

Pelgrum, W. J., Ed.; And Others
Schools, Teachers, Students and Computers: A Cross-National Perspective. IEA-Comped Study Stage 2.
PUB DATE- 93
NOTE- 238p.; For a related paper, see ED 337 157.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Comparative Education; *Computer Literacy; *Computer Uses in Education; *Cross Cultural Studies; Data Collection; Educational Policy; *Educational Practices; Educational Technology; Elementary Secondary Education; Foreign Countries; Longitudinal Studies; Outcomes of Education; Questionnaires; Sampling; Sex Differences; Student Attitudes; Student Characteristics; Tables (Data); Teacher Characteristics
IDENTIFIERS- Austria; Bulgaria; Computers in Education (IEA); Germany; Greece; India; International Assn Evaluation Educ Achievement; Japan; Latvia; Netherlands; Slovenia; United States

The Computers in Education (Comped) study was designed as a two-stage survey. The first stage (1987-1990) was aimed at gathering information from a representative sample of schools at elementary, lower secondary and upper secondary level with regard to the state of computer use in education. The survey's focus was on the extent and availability of computers in schools, how computers are used, nature of instruction about computers, and the estimates of the effects that computers are having on students, curriculum, and the school as an institution. This publication describes Stage 2. The first part of Stage 2 was a repetition of the survey of Stage 1, with data collection centering on a school questionnaire. This enabled a longitudinal study of trends. Part 2 of Stage 2 studied the relationship between policy, practice, and outcomes with respect to computers in education relating variables referring to school, teacher, and classroom practice to student variables such as functional computer literacy, specific knowledge about and experiences with computers, performance in handling computers as well as attitudes towards computers and their uses. Ten countries (Austria, Bulgaria, Germany, Greece, India, Japan, Latvia, the Netherlands, Slovenia, and the United States) participated. Because thorough analyses have not yet been done, the presentation is mostly descriptive. The data collected are presented in 31 tables and 38 figures. Twelve appendixes, with an additional 30 tables, contain detailed information on participating countries, sampling, computer uses, and responses to specific questionnaire items. (Contains 56 references.) (SLD)

blind and visually impaired persons, to self-determination is a guiding principle in the CNIB service-delivery system. CNIB, which has provided vision services that are called eye patrols in the NWT since the 1930s, established the CNIB Library for the Blind in 1918. This privately funded library is the largest national production and distribution network for information to blind and visually impaired Canadians. Works are distributed in English and French because a comprehensive braille code has not been developed for the aboriginal languages. Funding and access problems mean that blind and visually impaired people in the NWT are not well served. Recognizing the potential of the electronic highway for improving services, CNIB has responded by establishing an Information Resource Center to serve as a library without walls that uses computer terminals and telephones to increase access to information for those who are unable to read print. Two maps illustrate the service areas. An eye test chart is included. (SLD)

ED 372 756 IR 055 113

Information Literacy in an Information Society. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 4p.; For the full document, see IR 055 120.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Information Literacy; *Information Seeking; *Information Sources; Information Technology; *Technological Literacy
IDENTIFIERS- ERIC; ERIC Digests; Goals 2000; National Education Goals 1990

Information literacy is the ability to access, evaluate, and use information from a variety of sources. This digest defines the information literate person and describes the evolution of the concept. Information literacy is examined in the context of existing practice; and the impact of technology on the storage and dissemination of data, resulting in the need for information literacy in telecommunications, is considered. Finally, information literacy is discussed in relationship to educational reform and to curriculum standards in mathematics, social studies, and science. (Contains 13 references.) (JLB)

Franco, Robert W., Ed.; Shimabukuro, James N., Ed.
Beyond the Classroom: International Education and the Community College. Volume II: Internationalizing the Campus Environment.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 109p.; For volume I, see JC 930 187; for volumes III-IV, see JC 930 189-JC 930 190.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Campus Planning; *College Environment; Community Colleges; Cultural Awareness; Curriculum Development; Diversity (Institutional); *Foreign Students; Immigrants; *Intercultural Programs; *International Programs; *International Studies; *Student College Relationship; Two Year Colleges

Part of a four-volume set in which community college educators discuss their efforts to internationalize the educational experience of the students and communities they serve, volume II in this series considers the challenges, pitfalls, and rewards of creating campus environments with rich international and intercultural programs and activities. Volume II contains the following articles: (1) "Developing an Intercultural Center," by Donna E. Willoughby; (2) "Developing a Foreign Student and Immigrant Program," by David Wong; (3) "Internationalizing KCC's (Kapiolani Community College's) Campus," by Loretta Pang; (4) "Creating an International Campus through Student Advising," by Robin Fujikawa; (5) "Celebrating Our Multicultural Origins," by Jane Fukunaga and others; (6) "A Supportive Environment for International Students," by Regina V. Ewing; (7) "The New American," by Frank Noji; (8) "Developing Library Support for Kapi'olani's Asian-Pacific Emphasis," by T. D. Webb; (9) "The Maile Aloha Singers," by Robert Engle; (10) "Filipino Student Transfer Programs," by Ernest Libarios and Danilo Campos; (11) "Internationalizing the Technical College Campus," by Carolyn Mewhorter, and others; and (12) "A Tapestry of Possibilities: Internationalizing the Campus Environment," by Su Cutler. Concluding comments discuss similarities and differences in the approaches of the colleges, successful implementation strategies, and future issues. (KP)

colleges much better prepared than general mathematics students and will be used to this teaching approach. Two-year college mathematics faculty, therefore, will need to adapt to the new techniques and methods of teaching. Eight sample laboratory activities are appended. (KP)

ED 372 795 JC 940 433

Minnesota Custom Training: Who Is Being Served and What Role Does Custom Training Play in the Work Environment? Findings from the Minnesota Work Environment Pilot Survey.
PUB DATE- 10 Aug 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Corporate Education; *Job Training; *Labor Force Development; *Partnerships in Education; *Professional Continuing Education; Professional Development; Retraining; *School Business Relationship; Technical Institutes; Two Year Colleges; Use Studies; Vocational Education
IDENTIFIERS- *Customized Training; *Minnesota

For the past 8 years, Minnesota technical colleges have been offering customized training services to the state's employers. To gather data on what kinds of organizations use custom training (CT) programs, the State Board of Technical Colleges surveyed 600 public and private employers that had used CT services through at least one of the system's six colleges during the 1993 academic year. Study findings, based on a 71% response rate, included the following: (1) CT clients employed more than 400,000 Minnesotans, with a total payroll exceeding $10 billion and total capital expenditures of $1.4 billion; (2) nearly two-thirds of private CT clients were part of larger corporations and operated as either branch plants, affiliates, or headquarters; (3) compared to Minnesota as a whole, CT clients employed a significantly larger proportion of professionals, technicians, precision production workers, and laborers; (4) CT clients exhibited faster employment growth, lower rates of employee turnover, and greater levels of investment and output per worker than their counterparts; (5) more than 4 million hours of training were provided at a cost of more than $100 million; (6) one of every seven training dollars was invested by respondents in CT, with 43% of respondents indicating that CT was the largest component of their training investment portfolio; and (7) 60% of clients reported that their use of CT was associated with the introduction or improvement of existing procedures. (MAB) procedures; and (7) the systemwide budget would include incentives for the support of statewide priorities. (Contains 52 references.) (KP)

ED 372 813 JC 940 456

Hart, Patricia Kate
An Investigation into the Feasibility of Interactive Distance Education Courses at the Community College Level.
PUB DATE- Jan 94
NOTE- 98p.; Master's thesis, Ferris State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; College Planning; Community Attitudes; *Community Colleges; *Cost Effectiveness; *Distance Education; Educational Needs; *Feasibility Studies; *Needs Assessment; *Program Costs; Program Development; Student Attitudes; Two Year Colleges

A study was conducted at Northwestern Michigan College (NMC), in Traverse City, to evaluate the variables affecting the feasibility of distance education to meet the educational needs of the college's geographically isolated community. Data sources included a literature review and student, faculty/staff, and community opinion surveys conducted by the state department of education and local chamber of commerce from 1991 to 1993. In addition, NMC piloted several two-way interactive classes between the main campus and the Cadillac campus, conducted a survey of these students, and gathered college and state cost data on distance education. Study findings included the following: (1) a lower percentage of residents in the five-county area serviced by NMC had four-year degrees than in the state as a whole, and per capita income was $3,680 lower than the state; (2) area residents indicated a desire for NMC to becomes a university or for the college to expand opportunities for advanced degree courses; (3) among students enrolled at NMC in winter 1991, 46% listed university transfer as their primary goal; (4) the Traverse Bay Economic Development Corporation identified the lack of baccalaureate programs as an impediment to business growth; (5) sufficient funding sources were found to support distance education efforts; and (6) students enrolled in pilot distance courses indicated they would take additional courses and recommend them to others. Tables of equipment required and costs for two-way interactive audio and video, and 60 references are appended. (KP)

Chapter 6 evaluates the Ombudsman in terms of its own goals and of government and public opinion. Chapter 7 discusses the principal facts contributing to the achievements of the Office, and how its experience might apply to other countries. Finally, Chapter 8 examines how the Norwegian Ombudsman might serve as a model to other countries, and examines whether child-related social science (developmental psychology in particular) can improve conditions for children in work conducted at a national level. The study contains approximately 200 references, five appendixes, the text of the United Nations Convention, and a list of publications. (TM)

ED 372 832 PS 022 444

Verhellen, E., Ed.; Spiesschaert, F., Ed.
Ombudswork for Children: A Way of Improving the Position of Children in Society.
PUB DATE- 89
NOTE- 467p.; Principal papers presented at the International Congress for Children (1st, Ghent, Belgium, December 14-16, 1987).
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- *Child Advocacy; Children; *Childrens Rights; *Child Welfare; Civil Liberties; Conferences; Foreign Countries; Juvenile Justice; *Ombudsmen
IDENTIFIERS- *Child Protection; Childrens Defense Fund; Declaration of the Rights of the Child

The main objective of the International Congress for Children was to underline the evolution in the concept of children, the idea that children are, above all, human beings and not just "human-beings-to-be." The 39 presentations are divided into 3 parts. The seven papers in the first part examine motives and strategies for children's rights. The motives are discussed from a historical and philosophical point of view, as well as from the viewpoint of developmental psychology. The strategies are discussed on the basis of exemplary cases. The 31 papers in the second part are inspired by 4 basic principles in the strategies for children's rights. The discussions cover child advocacy, the study of the child, the self-organization of children, the promotion of network development, and specific situations concerning the rights of children. The third part contains a synthesis of the congress that underlines the commitment and dedication with which people continue working for the rights of children. Most of the presentations include references. (TJQ)

DESCRIPTORS- *Change Strategies; *Child Development; *Child Welfare; Community Involvement; Developed Nations; Developing Nations; Early Childhood Education; *Educational Benefits; Family Programs; Foreign Countries; Parent Child Relationship; Parent Participation; Program Descriptions; Program Development

IDENTIFIERS- Colombia; El Salvador; India; Israel; Kenya; New Zealand; Portugal; Thailand; United States; *Van Leer Foundation

This publication reflects the philosophy and support of the Bernard van Leer Foundation for early childhood care and development. It highlights different approaches to early childhood care and development and explains why the foundation believes that investing in early childhood is one of the best ways of building a brighter, better future. The publication seeks to assist policy makers and program planners in their search for realistic, effective, and affordable ways to enhance early childhood care and development. The various approaches to early childhood interventions included in this document are run by a variety of partner organizations in the countries concerned: local and national governments, nongovernmental organizations, universities, and community agencies. They are given as examples of programs that build on local culture and local realities. Eight chapters cover the following topics: (1) why children matter; (2) the importance of the early years; (3) why parents are important; (4) involving parents; (5) involving the community; (6) benefits of early childhood interventions; (7) quality and cost; and (8) developing an agenda for action. Fourteen examples included as sidebars in the chapters profile efforts of several countries or address special topics. Contains 37 references. (TJQ)

financial considerations; (3) responsibility for caring for children before they started school, or when they were sick or home from school for holidays fell primarily to the mothers; (4) within two-parent families, reading and learning activities at home were most often a shared responsibility; (5) 67 percent of the women and 98 percent of the men interviewed had participated in paid work during the first 5 years of their child's life; (6) difficulties noted by working parents included missing out on time with their children, time pressures, fitting in household tasks, guilt, and finding appropriate child care; (7) nearly half of the subjects were completing additional schooling during their child's first 5 years; (8) there was relatively low participation in parent leave among the parents who were in the paid workforce the year their child was born; and (9) parents expressed concern about the need for flexibility among employers and in the workplace, and about having domestic leave available for parents when their children are ill. (A copy of the survey is appended.) (HTH)

ED 372 869 PS 022 683

Eyken, Willem van der
Introduccion a la Evaluacion: Una introduccion practica a la evaluacion en proyectos para la ninez de temprana edad (Introducing Evaluation: A Practical Introduction to Evaluation in Early Childhood Projects).
PUB DATE- 94
NOTE- 57p.; For English version, see ED 352 191.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Costs; Data Analysis; *Early Childhood Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Foreign Countries; *Program Evaluation; Recordkeeping; Self Evaluation (Groups); Test Selection; Time Management

Developed for the staff of field projects, this booklet provides guidelines for evaluating projects to promote activities that will enhance the well-being of young children, their families, and their communities. The booklet aims to stimulate ideas and discussions, offers general principles to help in evaluation, and raises issues that encourage project personnel to seek local resources. Aspects of the evaluation process discussed include: (1) factors to consider when starting an evaluation; (2) evaluation records; (3) time and cost of evaluation; (4) evaluation instruments; (5) data analysis; and (6) factors to consider when writing the results of an evaluation. Useful resources on evaluation are also listed and briefly described. (HTH) substantially, especially in relation to trouble with the law, and relations with families and friends improved. Includes the followup questionnaire and the Wilderness Self-Esteem Scale. (LP)

ED 372 887 RC 019 700

Monsivais, George I.
Latino Teachers: Well Educated but Not Prepared. An Executive Summary.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Hispanic Americans; *Mexican American Education; Mexican Americans; Minority Group Teachers; Surveys; *Teacher Attitudes; *Teacher Education; *Teacher Expectations of Students; Teacher Persistence; Teacher Response; *Teaching Conditions
IDENTIFIERS- *Latinos

This report summarizes perceptions of Latino teachers concerning their professional preparation, their working environment, and school/community characteristics that affect the achievement and attainment of Latino students. A mailing of 1,252 survey questionnaires to members of the Association of Mexican American Educators was conducted. Of the 438 respondents, 156 were Latino teachers. Respondents were mostly women (77 percent), principally bilingual, had an average of 11 years teaching experience, and generally taught at the K-6 level. Fifty-five percent had earned master's degrees or credits beyond the master's level. Most teachers taught at schools that are considered "low wealth," and the majority viewed overcrowded classes as a moderate or serious problem at their schools. Sixty-two percent of respondents indicated that financial cost was a major barrier to Latinos pursuing teaching careers, along with insufficient individualized faculty counseling and poor preparation for testing requirements. Of those respondents working at the K-6 level, only 41 percent felt they were well prepared to teach Latino students and only 34 percent felt well prepared to teach limited-English-proficient students. As a group, respondents indicated a high level of satisfaction with their jobs. However, 65 percent indicated that fellow teachers had lower expectations of Latino students than of White students, and 53 percent felt that they were typecast into activities related to their ethnicity and that these activities increased their workload beyond that of the average teacher. As a result, 51 percent of respondents plan to leave classroom teaching within the next 5 years, and half of those leaving the classroom plan on leaving education altogether. (LP)

ED 372 905 RC 019 772

Bermudez, Andrea B.
Doing Our Homework: How Schools Can Engage Hispanic Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Support; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Hispanic Americans; *Inservice Teacher Education; Limited English Speaking; Models; *Parent Education; *Parent Participation; Parents as Teachers; *Parent School Relationship; Parent Student Relationship
IDENTIFIERS- Language Minorities; Parent Empowerment

Recognizing the failure of American schools to educate Hispanic and other minority students, educators are searching for new strategies and discovering the powerful role that parents can play in advancing educational goals. A growing body of evidence supports the belief that involving parents in their children's education works in the best interests of students, schools, and parents themselves. However, despite recent legislative support, few schools are involving parents in meaningful ways. Barriers that block collaboration between Hispanic parents and school personnel include work interference, low parent self-confidence, limited English proficiency, cultural differences, and teacher and administrator attitudes. Parent involvement encompasses a variety of patterns focused on home, school, or community. Successful school interventions to promote parent involvement include strategies that are social, informational, educational, supportive of the home, or leadership oriented. Appropriate training helps both teachers and parents establish an effective home-school communication network. Such programs train teachers to train parents and to learn from parents, and provide parents with an awareness of school practices and resources and the skills to support student learning at home. A successful four-way collaboration among Hispanic parents, university trainers, local businesses, and school district personnel is described that demonstrates ways to promote community support. An appendix outlines a model of integrated parent and teacher training within an inservice curriculum. Contains 129 references. (SV) through which every geometry student passes. This paper reports a study to determine the extent to which factors of age, gender, grade point average, standardized achievement test scores, and geometry achievement acted as predictors for van Hiele levels in two groups of 8th through 11th grade students (N=328): entering geometry (i.e., algebra students) and exiting geometry students. Individual variables determined to be significantly correlated with van Hiele levels among all subjects tested were class level (geometry or algebra), standardized achievement test scores, and geometry achievement test scores. For the geometry subgroup, significant variables were standardized achievement test scores, geometry achievement test scores, and age (negative correlation). For the algebra subgroup, only the geometry achievement test scores were determined to have a significant relationship with van Hiele levels. Grade point average, grade level, and gender were determined to have no significance within any of the groupings. Appendices include Van Hiele Geometry Test, Entering Geometry Test, Exiting Geometry Test, and answer sheets. Contains 28 references. (Author/MKR) ideas and procedures is what is referred to as "negotiation of meaning in the mathematics classroom." Elaboration of the form these mechanisms take in practice, and hence investigation of classroom constructions of meaning, is required if the relationship between student classroom experience and student constructed meanings is to be understood in a way that will inform instruction. The purpose of this study was to investigate the relationship between students' classroom experiences and the manner in which they construct mathematical meanings. Two intertwined research foci guided this investigation: (1) how students make sense of and utilize mathematics concepts and operations, and (2) the social context within which teachers' and students' individual contributions play a role in the sense making and utilization of mathematics concepts and skills. Data were collected from classroom observations and videotaping sessions and from subsequent video-stimulated interviews with six students in each of two year 5 classes in two different government schools in the metropolitan area of a large city in Western Australia. Analysis revealed the existence of four primary sources by which students determined the meaning or correctness of mathematical activity: the teacher, intuition, familiarity, and procedural knowledge. Second, in relation to the social level, the teacher emerged as playing the most valued role in the sense making and ratifying of procedures or answers. Contains 13 references. (MKR)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cognitive Style; *Conceptual Tempo; *Educational Environment; Elementary Secondary Education; Environmental Education; *Learning Modalities; *Lifelong Learning; Perceptual Motor Learning; Science Education; Teaching Methods; *Zoos
IDENTIFIERS- ERIC Digests; *Informal Learning

An informal study found that zoo visitors want to know not just the name, weight, and age of animals in a collection, but also about diet, reproduction, life span, and behavioral characteristics. What kinds of learning opportunities, beyond enhanced signage, can be offered to the sophisticated new breed of visitors in zoos, aquariums, and nature parks? This digest focuses on how learners process information and how professional staff and visitors can promote learning at the zoo. Discussion includes: informal learning environments, learning styles, implications for informal learning environments, and reflection as a retrieval strategy. (Contains 13 references.) (MKR)

ED 372 967 SE 054 809

Hartog, Martin D.; Brosnan, Patricia A.
Doing Mathematics with Your Child. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Mathematics Achievement; *Mathematics Instruction; *Parents as Teachers; *Parent Student Relationship; *Parent Teacher Cooperation; *Resource Materials
IDENTIFIERS- ERIC Digests; Family Math

Parents have the wonderful opportunity and responsibility for nurturing children. This digest presents resources that will enable parents to fulfill their responsibility for developing their children's abilities to do mathematics, while at the same time encouraging more positive attitudes towards mathematics. The resources are divided into three areas: (1) activities initiated in the home, (2) activities initiated at school, and (3) special curriculum development projects that promote parent involvement. (Includes 22 references.) (MKR)

ED 372 986   SO 024 015

Renner, Richard R.
Tracking, Textbooks, and Tradition: A Tyrolean Teacher's Perspective.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; Educational Cooperation; Educational Objectives; *Educational Practices; *Educational Principles; Educational Quality; Elementary Education; Equal Education; Foreign Countries; Interviews; *Teacher Attitudes; *Textbooks; *Track System (Education)
IDENTIFIERS- *Austria; National Standards

An Austrian elementary teacher in a Tyrolean mountain village, who spent a year in the United States learning about the education system, provides her viewpoint on Austrian education in an interview. The teacher discusses the Austrian tracking system as a principal means of achieving educational quality. She believes that as long as the Austrian society is so hierarchical and the values of its people so homogeneous, education leaders feel obliged to produce a labor force structured on a similar manner. In comparing the competition in Austrian schools and in United States schools, she asserts that competition in not such a core social value in Austria as it is in the United States. She explains that Austrian elementary teachers can choose their own textbooks even though there is a national curriculum as long as they accomplish the goals set out in the national curriculum. With Austria divided into nine separate states and about 125 administrative subdistricts, the teacher describes how Austria claims to provide equal educational opportunity through a system of primary responsibility by the federal government and support at other levels. In responding to the fact that secondary school teachers are paid more than elementary teachers, she highlights that Austrian salaries represent significant gradations of teacher value as specialists in the university, the secondary school, and the elementary school. (CK)

Butler, Judy D.; Clouse, R. Wilburn
Educational Technology and the Teaching of History: Promise, Practice, and Possibilities.
PUB DATE- May 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Technology; Global Approach; Higher Education; *History Instruction; *Multimedia Instruction; Social Studies; Teaching Methods; *Technological Literacy

This paper reviews how history teachers use the myriad of tools catalogued under the rubric of technology. This review is limited to secondary settings, and considers the promise of technology, current practice regarding the use of technology in the classroom, and the possibilities in store for creative teachers through technology like hypermedia. The paper discusses the importance of technological and especially computer literacy, and points out that the gulf between what is available and what is being practiced is colossal. If the computer is to be used effectively as a creative tool in the teaching of history, then more than lip service must be paid to the real need of teachers and students. To implement successfully the use of computers in history instruction, the following steps are suggested: (1) development of detailed guidelines for orchestrating research projects; (2) intensive teacher training; (3) design and development of easy to use software that facilitates the task at hand rather than hinders it; (4) planning time for teachers, both collaboratively and individually; and (5) reward systems for innovators and pioneers. More importantly, there needs to be a rethinking of how construction of knowledge is to be taught. The perceptions of time and space that students have, have been fundamentally altered by television. Their links with the past have been broken more than before television. They are too focused on the product and have no concept of the process. The impact of computer instruction on children is a subject for intense teacher training and educational research. An important task for historians is to document the history of technology. Without historical perspective of where technology fits into the historical process, historians cannot understand its impact, or manage technology in the future. Contains 39 references. (DK)

A Lifetime for Fire Safety. Health (High School). Fire Safety for Texans: Fire and Burn Prevention Curriculum Guide.
PUB DATE- Jul 93
NOTE- 49p.; For other guides in the series, see SP 035 375-385.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Fire Protection; Grade 9; Grade 10; *Health Education; High Schools; Instructional Materials; Learning Activities; Lesson Plans; Prevention; *Safety Education; Smoking; State Curriculum Guides
IDENTIFIERS- *Texas

This booklet comprises the high school health component of a series of curriculum guides on fire and burn prevention. It is designed to meet the age-specific needs of ninth and tenth grade students. Objectives include: (1) reviewing comprehensive fire and burn prevention techniques and emergency actions; (2) developing an awareness of fire safety needs of all age groups; and (3) focusing on smoking and flammable liquids. Texas essential elements of health instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "The Needs of All Persons"; "Special Problems"; "Taking Charge"; "Helping Others"; and "Smoking Safety." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

materials, mostly in English, from more than 38 countries. This annotated bibliography contains a selection of the English language materials collected, along with several ERIC documents and journal articles. The entries vary from general descriptions of teacher training programs and requirements to proposed reform strategies. Also included are many studies of student teacher experiences, training effectiveness, and specific activities such as practicum experiences and distance learning. (LL)

ED 373 063 SP 035 415

Honor What We Know. Listen to What We Say. Voices from the Goals 2000 Teacher Forum.
PUB DATE- Nov 93
NOTE- 30p.; Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; *Educational Innovation; Elementary School Teachers; Elementary Secondary Education; Excellence in Education; Faculty Development; *Federal State Relationship; Higher Education; *Leadership Responsibility; Participative Decision Making; Policy Formation; Private Schools; Public Schools; Secondary School Teachers; *Teacher Attitudes; Teacher Education Programs; Teaching Experience
IDENTIFIERS- Forums; *Goals 2000; National Education Goals 1990; Outstanding Teachers; *Reform Efforts; Teacher Empowerment

Consistent with education reform efforts, the U.S. Department of Education, in November 1993, invited a group of 119 outstanding public and private school teachers to the Goals 2000 Teacher Forum in Washington, D.C. to hear their thoughts and explore ways in which the federal government might work in partnership with teachers to achieve the National Education Goals. The forum dealt with the following topics: how all American children may achieve success in the classroom; the kinds of systemic changes needed so that all students are challenged to meet higher expectations; and what policymakers and society as a whole must pledge so that this educational system is competitive in today's global society. Informants' suggestions formed the basis for the following concrete recommendations: teachers must be included in the decision-making process; the education system must be reshaped to reflect high-level thinking and substantive academic rigor; policymakers at all levels must ensure adequate funding for education; teachers must be given time to be professional educators; and teacher preparation and staff development must be overhauled to help teachers meet the needs of today's students. A list of forum participants is included. (LL) but all six modified Bonferroni procedures are more powerful than the original Bonferroni procedure for the detection of all-true-relationship power and average power. Among the six modified Bonferroni procedures, small differences were observed, with the Holm procedure having the lower power, and the Rom and the Holland-Copenhaver (step-up methods having the highest power. Included are 9 tables and 11 figures. (Contains 11 references.) (Author/SLD)

ED 373 084 TM 021 973

Perlman, Carole L.
How Will National Curriculum Standards Be Assessed at the Local Level?
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Inservice Teacher Education; *Local Issues; *National Programs; Public Relations; *School Districts; Scoring; *Standards; Teacher Certification; Teacher Education; Test Construction; *Test Use
IDENTIFIERS- *National Standards; Prototypes

This paper explores some of the issues involved in assessing national-curriculum standards at the local level. Some of the things that might foster the use of high-quality assessments include: (1) feasible and assessable state content standards; (2) a clear purpose for each assessment; (3) an emphasis on valid, fair, and reliable classroom assessment; (4) rethinking preservice teacher training and certification requirements; (5) adequate inservice training for teachers; (6) prototype assessments and scoring rubrics; (7) some good public relations; and (8) adequate time and resources for developing, implementing, and revising the assessments. (Contains 6 references.) (Author/SLD)

PUB DATE- Apr 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For a related document, see ED 335 352.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credentials; Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Occupational Tests; Political Influences; *Professional Development; Program Development; Program Evaluation; School Districts; *Secondary School Teachers; *State Programs; *Teacher Attitudes; Teacher Certification; *Teacher Evaluation; Testing Programs
IDENTIFIERS- *Louisiana

This study continues prior efforts that were reported by the same authors to examine teacher perceptions of teacher assessment programs for a fourth year, one year after the initial statewide implementation and subsequent suspension by the state legislature, of the teacher assessment and evaluation program in Louisiana. The state initiated, statewide, on-the-job assessments in the Louisiana Teaching Internship Program (LTIP) for beginning teachers and the Louisiana Teacher Evaluation Program (LTEP) for teachers with three or more years of experience. In both programs, teachers were evaluated through the System for Teaching and Learning Assessment and Review (STAR). All teachers (n=3,082) and principals in 94 schools in 6 school districts were surveyed. Many of the 1,921 responses were not complete but could be used to some extent. Teachers did not seem aware of the extensive development and teacher input that had gone into these assessments. As they were implemented under high-stakes conditions, the assessments did not facilitate open, collegial, and collaborative professional development. Overall perceptions suggest that it will be difficult to interest Louisiana educators in similar assessment efforts. Four tables present study findings. (Contains 43 references.) (SLD)

contacts are made; (4) produce student/teacher co-evaluation; and (5) encourage parent/student discussion of evaluation. The change in curriculum midproject made the original goals of this project unattainable. The general aim of the project to improve communication did have its benefits. In the class where the intervention was carried out, students and parents were more willing to communicate their ideas and concerns to the teacher. Appendixes contain study questionnaires and forms. (Contains 34 references.) (Author/GLR)

ED 373 125 UD 030 021

Moe, Bruce H.
Home-School Communication Ninth Grade .
PUB DATE- Apr 94
NOTE- 53p.; Master's thesis, Saint Xavier University, Chicago, IL.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Communication Problems; *Curriculum Development; Educational Improvement; High School Students; Limited English Speaking; *Parent School Relationship; *Parent Teacher Cooperation; Science Education; *Student Improvement; Urban Schools
IDENTIFIERS- Illinois

This paper reports on a project designed to improve student achievement through better communication between parents/guardians and teachers of 9th-grade science students in a large, north-central Illinois urban community. Analysis of probable-cause data revealed that no structured means of communication existed. Attempts to communicate were thwarted by students not taking written materials home, the absence of phones in the home, and the problem of non-English-speaking parents/guardians. Improvement strategies fell into five process objectives: (1) initiate contact to establish methods of communication; (2) establish a format for consistent communication; (3) establish verification procedures to ensure contacts are made; (4) produce student/teacher co-evaluation; and (5) encourage parent/student discussion of evaluation. The intervention did not manifest improvement for the class as a whole, either academically or behaviorally. On an individual basis, however, when parents became actively involved in the process and followed through on remedies, improvement was attained. Appendixes contain study questionnaires and forms. (Contains 34 references.) (Author/GLR)

ED 373 126 UD 030 022

Duvall, Lynn
Respecting Our Differences. A Guide To Getting Along in a Changing World.
PUB DATE- 94
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Beliefs; *Bias; Children; *Cultural Awareness; Cultural Differences; *Individual Differences; *Racial Relations; Resource Materials; Self Determination; Social Change; Stereotypes; *Student Attitudes

This guide for young people ages 13 and older helps them learn more about others and become more tolerant of differences. The more they learn about diversity, the harder it is to stereotype others and feel prejudice toward them. The book lists questions and answers that young people actually ask and provides real-life examples of how other young people have handled similar situations. Activities encourage readers to examine their own attitudes and question their own beliefs. Chapters include topics covering making change, unlearning prejudice, choosing sensitive language, and analyzing one's own response to issues of diversity. A resource section lists 50 books, films, and pieces of music and 24 organizations that can provide further information. A bibliography lists 57 sources. (SLD)

ED 373 127   UD 030 023

Ham, Debra Newman, Ed.; And Others
The African-American Mosaic. A Library of Congress Resource Guide for the Study of Black History and Culture.
PUB DATE- 93
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Historical Materials (060),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bibliographic Records; Black Culture; *Black History; *Civil Rights; Civil War (United States); Library Guides; *Library Materials; *Racial Relations; Slavery; *United States History; User Needs (Information); World War I; World War II
IDENTIFIERS- *African Americans; Library of Congress

This book presents a broad survey of the Library of Congress's holdings concerning the history and culture of black Americans in the United States. It provides titles of bibliographies, other guides, aids to finding materials, and individual items. This guide, which is arranged chronologically, discusses Library of Congress collections in three main parts: Part 1, "African-Americans in the Antebellum Period," includes materials about: slavery; free blacks; and abolitionists' antislavery movements, and sectional controversy. Part 2, "Emancipation and Beyond," begins with the Civil War, moves into the Reconstruction era, (which includes materials dating to approximately 1880), and ends with what is called the Booker T. Washington era, which spans the years from 1880 to approximately 1915. Part 3, "And the Pursuit of Happiness," discusses: World War I and Postwar Society; the Depression, the New Deal, and World War II; and the Civil Rights era. The guide contains an index. (GLR)

ED 373 128   UD 030 024

Ladson-Billings, Gloria
The Dreamkeepers. Successful Teachers of African American Children.
PUB DATE- 1 Nov 94
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Black Students; Classroom Communication; *Cultural Education; Cultural Pluralism; Curriculum Development; *Educational Improvement; Elementary School Teachers; Elementary Secondary Education; Futures (of Society); *Instructional Materials; Racial Relations; Secondary School Teachers; Student Improvement; Student Motivation; *Success;

*Teaching Methods
IDENTIFIERS- *African Americans

This book highlights several individuals and programs that have been responsible for improving the academic achievement of African-American students. The author reports on the positive results of culturally conscious education and highlights eight teachers who, though they differ in personal style and methods, share an approach to teaching that strengthens cultural identity. Chapter 1 points to the growing disaffection of African Americans with the kind of education their children receive today in the public schools. Chapter 2 discusses the growing educational and anthropological literature on ways in which schools can be made more compatible with the students' cultural backgrounds. The chapter identifies a lack in the literature on the experiences of African-American students specifically and offers culturally relevant teaching as a way to address this gap. Chapters 3, 4, and 5 discuss three critical aspects of culturally relevant teaching: the teachers' conceptions of themselves and others; the manner in which classroom social interaction is structured; and the teachers' conception of knowledge. Chapter 6 focuses on three teachers in the study and their teaching of elementary literacy and mathematics programs. The final chapter examines prospects for improving the academic performance and the school experiences of African-American students. Appendixes address methodological and contextual issues. (GLR)

ED 373 129 UD 030 025

Kirshstein, Rita; And Others
Years Two and Three of the Chelsea-BU Partnership: A Story of Survival.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 117p.; For related documents, see ED 338 748 and ED 339 776.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Dropout Prevention; Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Financial Exigency; Governance; Higher Education; *Partnerships in Education; *Program Evaluation; Shared Resources and Services; *Student Improvement; Test Score Decline; Urban Schools
IDENTIFIERS- Boston University MA; *Chelsea School System MA

This report examines the second and third years of the Chelsea-Boston University (BU) partnership in which BU manages the Chelsea, Massachusetts, school system. The report summarizes the activities of the partnership (begun in 1989), examines the impact of key players and events, and evaluates BU's impact on Chelsea to date. The partnership's success has been mixed. One of BU's most notable achievements is reducing the dropout rate among Chelsea high school students. Considerable attention and activity was paid to the areas of professional development and salary increases for teachers and Chelsea staff, although more professional development opportunities and further salary increases are deemed necessary. Despite these successes, however, almost across the board, student test scores have actually declined since BU's arrival in Chelsea. The fiscal crisis of 1991 severely reduced Chelsea's budget as specified in the original agreement, forcing BU into a crisis-management situation while it tried to provide more with less. Ultimately, the Chelsea-BU partnership's success will be measured on the ability of the Chelesa community to administer its own schools. BU's ability to mentor community leaders could prove to be the single most important factor determining the project's long-term impact. The appendix provides a list of persons interviewed during site visits in the second and third years. (Contains four references.) (GLR)

ED 373 130   UD 030 026

Gallagher, Dennis P.
Increasing the Involvement of Underrepresented Families in an Urban High School Ninth Grade Through Enhanced Communication and Community Outreach.
PUB DATE- 94
NOTE- 84p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Cooperation; Educationally Disadvantaged; Grade 9; *High Schools; Hispanic Americans; Junior High Schools; *Outreach Programs; Parent Attitudes; *Parent Participation; *Parent School Relationship; School Community Relationship; Secondary School Students; *Urban Schools
IDENTIFIERS- School Culture

This practicum was designed to develop and implement innovative strategies to improve home/school communication and to increase family involvement of hard-to-reach parents in an effort to cultivate healthy home/school relationships and an open and friendly school climate resulting in a more effective high school. The writer established an advisory of stakeholders to govern a family outreach project, organized a program to provide student greeters and tour guides for school visitors, and enriched the hospitable feeling of the school's entrance area. Written, telephone, and face-to-face communication was increased and a comprehensive application of electronic media was targeted at underrepresented families. The writer advocated building personal relationships with families through school social events and collaborated with community-based organizations to foster healthy home/school relationships. Examination of the data revealed that as a result of this initiative there was a heightened awareness and interest in school/family relationships as well as the importance of school culture among the school staff. Enhanced communication increased family attendance at school events and raised parent's consciousness of school news and information. Post-survey results indicated that families recognize the school as a more friendly, open, and welcome place. (Contains 61 references.) (Author)

ED 373 131   UD 030 042

Cookson, Peter W., Jr.
School Choice: The Struggle for the Soul of American Education.
PUB DATE- 94
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Access to Education; Case Studies; Consumer Protection; *Educational Change; Educational Finance; Educational Vouchers; Elementary Secondary Education;

*Free Enterprise System; Models; Outcomes of Education; Parent Education; Public Schools; *School Choice; *Urban Schools
IDENTIFIERS- Reform Efforts

This discussion of school choice places the issue in its historical and contemporary contexts, describes the major choice plans through case studies, analyzes the outcomes of school choice, and examines the underlying assumptions of the market model of educational reform. School choice is one method by which public education can be reinvented, as the case studies from Minnesota, Cambridge and Fall River (Massachusetts), East Harlem and White Plains (New York), and Milwaukee (Wisconsin) illustrate. Research has found that school choice makes little difference in terms of academic achievement, although its secondary effects can benefit the schools' academic climates. Choice can result in greater or lesser educational equity depending on how it is managed, but it does have beneficial communal effects that are only marginally related to achievement and improvement. A proposal is presented to establish an educational trust fund to give each student an educational share that can be applied to current public schools and new model schools. Parent information and consumer protection would be essential elements of the plan. (Contains 138 references.) (SLD)

ED 373 132 UD 030 043

Davidman, Leonard; Davidman, Patricia T.
Teaching with a Multicultural Perspective: A Practical Guide.
PUB DATE- 94
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Cultural Awareness; Cultural Differences; *Curriculum Development; *Educational Planning; Elementary Secondary Education; Equal Education; *Ethnic Groups; Evaluation Methods; *Inservice Teacher Education; *Multicultural Education

To help elementary and middle school teachers meet the challenges of today's diverse society, this guide presents a number of teacher education tools. These include a practical model of multicultural education, a set of key multicultural planning questions, and a set of curriculum case studies that illustrate how the planning questions contribute to the multiculturalization of lesson plans and units. In addition, the following guides and instruments are presented to help put multicultural education in practice: (1) the Classroom Demographic Profile; (2) the Typology of Multicultural Teaching; (3) the Specially Designed Academic Instruction in English Observation Form; and (4) the Ethnic and Cultural Self-Disclosure Inventory. For teacher educators, an introduction is provided to the various conceptions of multicultural education, which includes field-tested discussion questions and experiential activities. Seven appendixes contain background material and the evaluation instruments. Appendix 6 is an annotated list of 44 resources for equity-oriented teaching. (SLD)

ED 373 133 UD 030 044

Dropouts in Great City Schools.

PUB DATE- Jun 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- Asian Americans; Black Students; Dropout Research; *Dropouts; Educational Attainment; Educational Trends; Elementary Secondary Education; *Enrollment; *Ethnic Groups; *High School Graduates; Hispanic Americans; School Districts; *Urban Schools; Urban Youth; White Students
IDENTIFIERS- Great Cities Program

The dropout problem in the nation, in the Council of the Great City Schools (GCS) school districts, and in the central cities is reviewed. Annual, single-year, four-year, and status dropout rates are examined. During the decade from 1982 to 1992, the gap in dropout rate between Whites and other ethnic groups has narrowed. The majority of the GCS districts experienced a decline in their annual dropout rates between 1988-89 and 1990-91, and central city youth have actually made gains in high school graduation rates. In 1992, 66.5 percent of central city youth were high school graduates compared to 62.5 percent in 1990. In 1990-91, 36.9 percent of GCS graduates were African American compared to 42.1 percent of the total elementary and secondary enrollment. White students were 28.7 percent of graduates and 25.0 percent of total students; Hispanic Americans made up 22.6 percent of graduates and 26.5 percent of enrollment. In contrast, Asian Americans made up only 5.9 percent of the K through 12 enrollment, yet represented 10.8 percent of graduates. Urban school districts have made some progress in addressing the dropout problem, although far too many students still dropout. Ten graphs present dropout statistics. (Contains 10 references.) (SLD)

ED 373 134 UD 030 045

State Chapter 1 Participation and Achievement Information--1991-92. Summary Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Child Abuse; *Child Neglect; *Compensatory Education; *Delinquency; Disadvantaged Youth; Elementary Secondary Education; *Federal Government; Government Role; Program Evaluation; Program Improvement; Resource Allocation; School Districts; *State Programs; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report summarizes the 1991-92 State Performance Reports for the Chapter 1 Local Education Agency (LEA) program and the Chapter 1 State Agency Neglected or Delinquent Program. As the largest single investment in elementary and secondary education by the Federal government, Chapter 1 provides funding to about 90 percent of school districts nationwide, with over 5.9 million students in 1991-92. In 1991-92, 40 percent of these students were White (non-Hispanic), 27 percent were Black, and 28 percent were Hispanic American. A review of the achievement of students participating in the LEA program shows that, nationally, 22 percent of Chapter 1 schools were identified for program improvement in 1991-92 because the Chapter 1 students in those schools showed no change or a decline in achievement scores over the course of the year. The total allocation of Chapter 1 funds to state agency neglected or delinquent programs in 1991-92 was $36.1 million. A series of 51 tables presents information about expenditures and recipients of program services. Thirteen graphs illustrate trend, and five appendixes provide additional technical information and the evaluation requirements. (SLD)

ED 373 135 UD 030 046

Parker, Jennifer
Citywide Programs/District 75. E.C.I.A. Chapter 1, Part B Institutional Facilities Program. Summer 1993. OER Report.
PUB DATE- 6 Jul 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Child Neglect; Computer Uses in Education; *Delinquency; Disadvantaged Youth; Elementary School Students; Elementary Secondary Education; *Institutionalized Persons; Program Evaluation; Public Schools; *Remedial Instruction; Secondary School Students; *Supplementary Education; Teaching Methods; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

The Chapter 1, Part B, Institutional Facilities Program of the New York (New York) public schools was fully implemented in summer 1993, providing supplementary career education, academic remediation, and daily living skills instruction for approximately 500 students at 15 institutions for neglected and delinquent children. Eighty-two percent of the students mastered 80 percent or more of their individual short-term objectives, surpassing the program goal. Descriptive evaluation of the program indicates that most teachers emphasized individual instruction and included small group instruction. Teachers generally developed instruction to meet the individual needs and interests of students. Program strengths include cooperative and supportive staff, successful use of computers and software, specialized programming for students, and excellent rapport between teachers and students. No major program weaknesses were observed, although some improvements have been suggested, especially in the areas of improved planning and the use of computer resources. Seven tables present evaluation findings. (SLD)

ED 373 136 UD 030 047

Katz, Joan
Evaluation of the 1992-93 City-as-School Replication Project. OREA Report.
PUB DATE- 13 Sep 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Evaluation Methods; Federal Aid; *High Schools; High School Students; Models; *Nontraditional Education; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Training; *Urban Schools; Validity
IDENTIFIERS- *City as School Program; *New York City Board of Education; Research Replication

City-as-School (CAS), founded in 1972, is a New York City alternative high school with a mission to link students to learning experiences outside the classroom. Since the 1985-86 school year, CAS has received federal funds for the CAS Replication Project, the goal of which is to promote and facilitate the adoption of the CAS model by other sites. In 1992-93, the Office of Educational Research, Evaluation, and Assessment (OREA) assisted in the preparation of the proposal for funding submitted by CAS and the city by providing data on student outcomes for comparison and treatment groups. The proposal is attached in its entirety as an appendix, and the evaluation is summarized briefly in this report. Revalidation of the CAS model by the Department of Education was accompanied by 27 adoptions or trainings for new programs, 27 awareness presentations about the program, 7 followup visits, and the publication of a project newsletter. OREA recommends that the replication project continue and that it should increase its emphasis on collection of data from replicator sites. Three figures and 12 tables present findings on the replications as part of the appendix. (SLD)

ED 373 137 UD 030 048

Students Upgrading through Computer and Career Education System Services (Project SUCCESS). Final Evaluation Report 1992-93. OER Report.
PUB DATE- 1 Sep 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; Chinese; *Computer Uses in Education; Elementary Secondary Education; English (Second Language); Evaluation Methods; High Schools; High School Students; *Limited English Speaking; Multicultural Education; Parent Participation; Spanish; Staff Development; *Teacher Education; *Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; *New York City Board of Education; *Project SUCCESS (Computer and Career Educ)

Student Upgrading through Computer and Career Education System Services (Project SUCCESS) was an Elementary and Secondary Education Act Title VII-funded project in its third year of operation. Project SUCCESS served 460 students of limited English proficiency at two high schools in Brooklyn and one high school in Manhattan (New York City). Participating students spoke Spanish or Chinese as their primary language, and received instruction in English as a second language (ESL), native language arts, and the content area subjects of mathematics, science, and social studies. Multicultural education, teacher development, and the promotion of parent participation with ESL classes and conferences were emphasized elements of the project. The project met its objectives for areas other than parent involvement (an aspect that could not be evaluated for lack of data). It is recommended that the program continue to stimulate continuing education for teachers and that it collect more complete evaluation data. Nine tables present evaluation findings. Three appendixes (with an additional six tables and one questionnaire in Spanish and English) describe instructional materials, class schedules, and Likert scales used. (SLD)

ED 373 138 UD 030 049

Mateu-Gelabert, Pedro; And Others
The 1992-1993 Evaluation of the Loan Forgiveness Program

(Revised). OER Report.
PUB DATE- 13 Sep 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Counseling; *Elementary School Teachers; Elementary Secondary Education; Financial Support; Higher Education; Program Evaluation; School Psychologists; *Secondary School Teachers; Social Work; Special Education; *Student Loan Programs; Teacher Certification; Teacher Recruitment; Teacher Supply and Demand; *Urban Schools
IDENTIFIERS- *Loan Forgiveness; *New York City Board of Education

The Loan Forgiveness Program (LFP) was designed to recruit bilingual individuals in the following shortage areas in the New York City public schools: (1) special education; (2) school social work; (3) educational evaluation; (4) speech and hearing handicapped; (5) school psychology, guidance, and counseling; (6) physical therapy; and (7) occupational therapy. The LFP provides reimbursement of student loans to qualified bilingual individuals who have met New York State Certification requirements. Candidates, who must be U.S. citizens or permanent residents, must be eligible for provisional certification and are expected to complete 10 months teaching in a designated shortage area or 12 months in year-round special education. To assess the functioning of this program, the Board of Education surveyed nine participants, most of whom had been social workers. Seven Respondents identified the financial incentive of loan repayment as a reason for joining the program, and three said it was a crucial factor. Most were satisfied with the program and all expected to be rehired. None had decided to leave the school system once the loan was paid. One third of respondents considered the amount of loan forgiven insufficient. One table summarizes repayments. (SLD)

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Public Hearing, National Education Commission on Time and Learning Highlights (4th, Santa Monica, California, March 24-26, 1993).
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Public Hearing, National Education Commission on Time and Learning Highlights (7th, Lawrence, Kansas, June 17-18, 1993).
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